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ABSTRACT

During 1987, the Comprehensive Adult Student Assessment System (CASAS) focused its evaluation efforts on 12 major categories: exit level, placement, survey achievement, staff development, special education, linking assessment to instruction, adult basic education and high school diploma programs, recordkeeping, employability, guidance, goal attainment, and writing. CASAS consortium agencies are developing level exit tests that are based on a systems approach and that include more than just a reading component (14 questions were reported in this category). Also being evaluated is a placement system that includes measuring oral, aural, and reading skills (15 questions were submitted in this category). Ten questions evaluated survey achievement results at the local level, and five agencies addressed the question of implementing and evaluating staff development activities to support assessment concerns. Nine agencies answered evaluation questions in the category of special education, reflecting a nearly 50 percent increase in the category over the previous year. Recordkeeping was another category that experienced a large increase over the previous year. (The major portion of this report consists of member agency evaluation questions, proposed and actual processes, summaries of results, and supporting data arranged under the 12 categories.) (MN)

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ED 296 182

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CASAS

Comprehensive
Adult Student
Assessment
System

Final Report Supplement

CASAS CONSORTIUM EVALUATION REPORTS

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CASAS

Comprehensive
Adult Student
Assessment
System

Standard Agreement #4136

CASAS CONSORTIUM EVALUATION REPORTS

1986-87

Director

Patricia L. Rickard

Evaluation Coordinator

Sylvia G. Ramirez

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SUMMARY OF 1986-87 CASAS CONSORTIUM EVALUATION REPORTS

During 1986-87, CASAS Consortium agencies focused evaluation efforts on 12 major categories.

Level Exit

Placement

Survey Achievement

Staff Development

Special Education

*Linking Assessment

*ABE/HSDP

Record Keeping

Employability

*Guidance

Goal Attainment

*Writing

The following is a summary of these efforts with some key findings in each area.

* Indicates new evaluation category

Level Exit

CASAS Consortium Agencies are developing level exit tests that include more than just a reading component. This type of "systems approach" provides flexibility to instructors in documenting competency attainment. Fourteen Evaluation questions were reported in this category.

Martinez used C level Survey Achievement test. Twenty-two students scored above the accurate range. After counseling, 15 exited the advanced level ESL program. Of the fifteen who left the program, seven are attending local community colleges. All seven were contacted and said they were achieving well at the college level.

Although this program still felt an exit test is needed, the scores from the survey achievement test "showed students concrete evidence that they were ready for [program] exit. It was the "push they needed to give them confidence to continue their education at a higher level."

Watsonville developed a simple survey instrument for students to evaluate their perception of the level exit test in three categories: a) easy b) OK c) difficult with a sampling of students. They also sampled students as to their opinion about the class they were promoted to in the same three categories.

The sampling process revealed that only the lowest level students felt the level exit test were too difficult. No students felt that the class they had been were promoted to was too difficult.

Five agencies - **San Mateo, Sequoia, Hayward, La Puente** and **Salinas** reported adding an applied performance component to their level exit assessment process. In all cases, teachers were positive about the applied performance testing. Students enjoyed the "one on one" testing process.

Santa Clara Adult School field tested their reading level exit tests and conducted a teacher survey to evaluate the tests. Teachers generally felt that level exit test scores generally concurred with their judgment, reporting less than 15% "surprises". They agreed that the level exit process needed to be expanded to more adequately measure student readiness to exit a level, suggesting that both oral/aural and applied performance assessment be added.

At **San Diego Community College District** 23 ESL instructors and four pre-vocational instructors administered district developed level exit tests at the end of the spring semester. The level exit tests have 3 parts - Reading (10 items), Structure (10 items), and Applied Performance items. The tests are designed to be given to small groups of students or individually to determine readiness for promotion. For purposes of the field test, all students in the classes were given the level exit tests. Class averages were computed to determine criteria for moving students to the next level. Teachers were interviewed as to their perceptions of the accuracy of level exit tests. For the purposes of field testing, the applied performance component was omitted.

The field test results indicated the following:

1. Orientation level classes are not ready for a Reading test. The listening test is a better indicator of readiness to function in the Level 2 class. The applied performance test might be valuable at this level for exiting purposes.

2. The structure test should be eliminated from the Level A test. Beginning with Level B, the reading and structure tests have more validity as students language skills are more developed.

3. Students should score 70% on exit tests to move from level to level or exit program.

Placement

CASAS Consortium Agencies are evaluating the development of a placement system that includes measuring oral, aural and reading skills. There has been a real increase in validating placement through multiple sources that include teacher surveys, Survey Achievement test data, correlation studies with other tests, and a marked increase in student surveys. There were 15 evaluation questions that dealt with placement.

Torrance used listening and reading Survey Achievement pre-test data to verify accuracy of placement. Based on extensive verification of student placement, they compiled the following recommendations:

1) There was great value in CASAS scale score information for each student.

2) It is important to promptly retest students who "top out" of a test.

3) It is important to report placement test results to teachers in a timely manner.

4) Students should be moved immediately based on placement results.

ABC used a combination of placement test scores, number of student transfer slips, and instructor surveys to indicate accuracy of placement. Out of 200 students, 14 were adjusted (less than 10%). Ten were moved to a higher level, and four students were moved to a lower level.

Salinas looked at whether expanded placement procedures that included oral and written testing plus student orientation to program were worth the increase in time and effort. They surveyed both teachers and students at the main site and satellite centers. Overall consensus was that the placement/orientation system is working well. Some teacher comments to consider were:

1. Some students were placed in beginning classes because of pronunciation problems. Their English comprehension skills are really much better than the level assigned.

2. Some students need ABE classes in reading and writing rather than ESL classes.

3. Maybe the program should focus on special needs of more advanced students. (e.g. Mini-courses in reading, writing, or vocabulary development.)

Student comments were very positive.

1. Students commented that they didn't waste their time when they were placed in the correct level.

2. Several students commented that they might be able to read, but they couldn't speak and were placed at a level that was too difficult.

3. Students commented positively on being able to transfer to a higher level as soon as they had learned the material. This was stressed during orientation.

4. Students commented that they hadn't realized that oral questions were used for placements; they thought it was just part of the registration process.

MiraCosta College opened a new site that offered four levels of ESL instruction. The instructional staff were given the placement instruments and a "brief" overview of how placement is conducted at the main site. When the coordinator analyzed survey achievement pre-test scores, she found that instead of four levels of ESL instruction, there were two beginning classes, and two intermediate levels of instruction. The coordinator met with instructional staff at the new site and discovered that they had been overwhelmed by the number of incoming students and had decided not to use the placement. Instead they relied on teacher judgment based on a few informal oral questions and student perceptions of level of instruction needed. The instructors commented that the classes were "multi-level." The coordinator confirmed this by showing them pre-test results. After reviewing the data, the staff agreed to reinstate a placement process. All staff received "in-depth" training in the administration and scoring of test results.

CASAS Survey Achievement post-test results indicated that there were four distinct levels of ESL instruction. Teachers confirmed that their classes were more homogeneous and also reported higher student retention.

Marin Community College developed a local placement test for levels 100-300. A comparison study was performed with the STEL, previously used for program placement. The local placement test showed higher reliability and placed fewer people in the chance range than the STEL. Finally, a look at teacher's agreement with the placement tests shows 77.8% agreement with the locally developed placement test, as opposed to 72.5% agreement with the STEL. Teachers found that both tests had an equal number of "too high" placements, but the STEL's "too low" placements were double that of the locally developed test.

Merced Adult School, also, did a comparison study of a newly developed placement test, the CASAS Locator test, and validation data from the CASAS Survey Achievement test. The study indicated that the locally developed placement test needed to be revised to more accurately predict student performance at lower levels, however it was a better predictor of success for intermediate ESL and ABE classes.

Survey Achievement

There were ten questions that evaluated survey achievement results at the local level.

Centinella Valley conducted a correlation study to determine what factors are responsible for large student gains on CASAS Survey Achievement tests. They looked at literacy level in first language, length of education, number of years in the United States, employment status, teacher factors, and actual hours of attendance. The results indicated no real data for literacy level or teacher factors due to inadequate agency measurement tools. The data did reveal the following:

1. Length of education - Students who started from lowest base made highest gains.
2. Time in U.S. - Highest and lowest gains were made by students here the longest and shortest times respectively.
3. Employment Status - Employed students had higher gains.
4. Hours Attended - Students attending approximately 100 hours made the greatest gains.
5. Motivation - Students with more specific goals made greater gains.

Santa Clara surveyed their day and evening programs to determine how instructors are using the results of the CASAS Survey Achievement Test. They found that teachers report the following uses:

1) Plan curriculum and life skill activities
2) Assess class progress
3) Assess teacher effectiveness
4) Persuade students that they are ready to move up a level.

They found a marked difference between day and night teachers concerning usefulness of Survey Achievement testing. Night teachers (who only meet 6 hours per week) complained that testing takes up valuable teaching time.

San Diego continued a correlation study between student performance levels (SPL) and CASAS Pre/Post achievement scores in listening and reading districtwide. The study involved 23 instructors representing stable single-level ESL classes from five centers. Given description of SPL's, they were asked to indicate their perceptions of their student's listening, speaking and reading levels. They were also asked to label their class level using district designations of beginning, intermediate or advanced.

Fifteen of the twenty-three instructors stated that their reading levels according to the SPL's were higher than the reading level assigned to the class according to the CASAS cut-off scores listed above. However, in listening only nine out of twenty-three listed higher SPL's than the listening levels listed above. When reading cut-offs are lowered to coincide with listening cut-offs, the consistency between reading SPL's and reading scores goes up. Given this data, they have revised their data based on the listening chart.

SPL's	CASAS Achievement Scores
Level 1	165-185
Level 2	186-190
Level 3	191-196
Level 4	197-205
Level 5	206-210
Level 6	211-216
Level 7	217-225
Level 8	226+

This will bring about more consistency in what teachers call their levels (SPL's) and CASAS Achievement Scores in listening and reading.

Staff Development

Five agencies addressed the question of implementing/evaluating staff development activities to support assessment concerns. Last year there were eleven evaluation questions reported in this category. This is a puzzling finding in that the recent CASAS Curriculum Management System Needs Assessment indicated that a number one priority was providing staff development to new and continuing staff related to CASAS. Further research needs to be done to determine what agencies need in order to provide effective CASAS staff development.

Fremont-Sunnyvale Adult School developed a pre/post test workshop designed to provide staff development to staff concerning the purpose and use of the CASAS Survey Achievement Test. After the locally developed pre-test, teachers saw the "CASAS Marketing Video" and were given information about the philosophy behind and correct usage of the CASAS testing. Workshop activities were targeted to areas of need indicated on the pre test. At the end of the workshop teachers received a post test.

Alhambra is a large urban agency with several sites. In order to assist the coordinator in implementing an effective assessment system, six key staff members from different sites received training in the assessment system and were asked to coordinate the testing process at their individual sites. In addition to providing relief to the coordinator, the following benefits occured:

1) More interest in developing ways to document competencies

2) More willingness to use information gained from survey achievement test results to plan instruction

3) More interest in using placement and level exit tests

Special Education

Nine agencies answered evaluation questions in this category. This is almost a 50% increase in this category. It highlights the awareness of Special Education and its impact at the program level. As agencies established an ABE and ESL assessment process established, they are beginning to involve other programs such as Special Education. It is interesting to read through the data and identify the developmental process of implementing a new assessment system, issues that are similar to many challenges ABE and ESL programs experienced when they initiated a life skills testing process.

Santa Clara Adult School hoped to answer the evaluation question "Are students who achieve life skill competencies being moved effectively from program to program?" At this time the State Inter-Disciplinary team maintains total control of movement of students. By using the CASAS Special Education Survey Achievement tests, however, they were able to show the I.D. team the value of this type of assessment, and they seem more willing to use CASAS test data as part of their evaluation process.

M.A.E.P. has recently implemented CASAS Special Education assessment and curriculum management. They conducted an extensive survey of the staff at the end of the year. Awareness of CBE and CASAS has increased, but they found out participation raised more questions than it answered - as was to be expected after the first year of involvement. The results of this year-end survey will supply the focus of staff development activities for 1987-88.

Burbank and Watsonville reported that students enjoyed the testing process due to its non-threatening, "one-on-one", personalized format. They also reported that teachers were able to observe students on an individual basis and gain insight into their needs.

Fairfield-Suisun restructured their classes after testing according to AA, AAA, or AAAA. Instructors reported that it eased preparation time to have students in more homogeneous groupings.

Linking Assessment to Instruction

There were five questions in this category. The majority involved answering how effectively class profiles were being analyzed and relevant instructional materials were being identified.

Both **ABC** and **El Monte** evaluated the effectiveness of the CASAS Life Skills Competency File developed with five other agencies through a 310 Mini-Grant. Both agencies found that staff were aware of the file and using it on a regular basis. An interesting comment came from teachers at **ABC**. Some noted that it was used more for lower level classes. This addresses the difficulty of using generic materials with advanced students who have very specific skill needs, often quite diverse and specific to a particular location or content area.

MAEP established a curriculum committee that reviewed each competency in the curriculum guide, identifying competencies which required Math Skills. They also reviewed curriculum materials and matched them to math skills which they addressed. They developed 1) a math guide which contains locally developed diagnostic tests of math skills, 2) a matrix showing competencies, level of presentation and a code number which refers to a curriculum resource, 3) a coded book list. During 1987-88, staff development will be provided in effective use of their math resource guide.

Downey Adult School involved both morning and evening ESL teachers in a session to compare class profile sheets. There was discussion about instructional priorities for the day and evening program. In the comparison process, they identified a great deal of commonality in instructional priorities based on assessment. It was reported that teachers had renewed interest in using the class profile sheets and the sessions fostered cooperative planning between the day and evening staff.

ABE / HSDP

Five agencies answered questions in this new evaluation category. It reinforces the concept that agencies are becoming increasingly interested in involving additional programs in CBE implementation.

Centinella Valley looked at how many students expressed an interest in enrolling in the High School Diploma Program compared to the number who actually registered. In 1986, 150 students were surveyed. Ten indicated interest in the HSDP, but only one student actually registered. Follow up of the other nine students indicated that they were unable to register in the program due to work schedules. During 1986-87, 30 students indicated a desire to enroll in the HSDP. Only three students actually registered. When contacted, 10 of the 30 said they might apply next year. One of the major effects of the survey was an awareness that, with over 5,000 students in the ESL program, there needed to be increased coordination among programs to be sure students were aware of all educational opportunities are available to them.

Sequoia Adult School administered the same placement test to ABE students (developed from the CASAS Item Bank) that is given to students in the ESL program. They were evaluating whether ABE students are placed correctly in the learning center. Seventeen students, including ten non-native speakers, were given the test and were interviewed about their reasons for attending school. They found out that students who were non-native English speakers performed as well as native speakers on the reading test. The oral interviews showed that non-native speakers spoke English as fluently as students at the most advanced ESL level of instruction. The students said they were very satisfied with the class, but in some cases did not understand why they were not in the GED component or how they could move into this class. The following recommendations were made:

1. Advanced level ESL students who receive a high rating in the oral interview should be informed of the Learning Center Program
2. There needs to be student profile for all Learning Center students so teachers are aware of student goals.
3. Criteria should be established for moving students from ABE to GED. Also students need to understand why they are placed into ABE and how they can move into GED or High School English.

Record Keeping

This category has dramatically increased from last year. Eleven agencies addressed the issues of individual competency tracking and overall student gains as compared to three in 1985-86. Two smaller programs, **Milpitas** and **Visalia** are implementing competency checklists based on priority competencies for each level. All other agencies had been unable to implement their record keeping procedures because the computer software/hardware did not materialize. **Fremont**, **Torrance**, and **Montebello** are planning to implement the CASAS Micro Management System (CMMS) as soon as it is available. There appears to be increased awareness that meaningful record keeping that is easily interpreted by instructional staff must be computerized.

Employability

Five agencies addressed questions relating to employability. One question related to Vocational ESL, two were in the area of vocational training, the final two related to JTPA and GAIN issues.

At **Sweetwater Adult School**, they evaluated the GAIN Appraisal test scores as they relate to success on the GED and also how GAIN appraisal tests relate to CASAS pre-test scores.

1) What percentage of students who score 225+ in reading on the GAIN Appraisal pass the GED and how long do they take?

Results

   a. 77% percent of students scoring 225 on the GAIN Appraisal or subsequent CASAS pre-test passed the GED

   b. Hours of attendance for passing students ranged from 126-297, with the average being 214

2) What percentage of students scoring 215-224 on the GAIN Appraisal and/or CASAS pre-test successfully completed the GED curriculum?

Results

37% attempted the GED (3). One passed in her native language, two did not pass after 200 to 300 hours of instruction.

3) How do GAIN Appraisal scores relate to CASAS pre-test scores? (CASAS 13-16)

Results

75% of the time Appraisal and pre-test difference was under seven points.

Guidance

This is a brand new evaluation category, with three agencies answering questions related to guidance. There was general consensus that program growth and new potential funding sources, such as GAIN and Immigration, require more coordination and cooperation between counseling and instructional staff.

San Francisco Community College District counseling staff evaluated how consistently student profile information is being collected across all sites. The staff established two goals: 1) review of all student information forms and creation of one "common" form 2) input student profile into counselor's micro computer and practice making customized computer reports that meet the needs of individual center counseling offices. The form will be field-tested in the fall, but the project has already had three beneficial effects:

- increased communication between counselors and instructors
- development of a prototype mainframe computer "download" to center micro computer database
- increased counselor awareness of computer benefits

Goal Attainment

San Diego Community College, MiraCosta College and **Tulare Adult School** answered evaluation questions related to Goal Attainment. In all three agencies there were significant increases in student retention. State-wide Goal Attainment Data also indicates a dramatic rise in student retention. The intended purpose of the Goal Attainment Survey is to explain the variety of reasons students leave programs, so this has been an interesting "other" effect.

San Diego Community College had a district-wide retention rate of 62%. Only 9% of the students left the program for unknown reasons, and 13% of the students who left attained their goals. Two of the sites that had the best retention rates (72% and 67%) had a placement center that oriented students to program and provided formalized tracking of students between instructional levels and program components. These placement centers were also extensively involved in student follow-up and providing assistance in solving child care and transportation problems.

Writing

Another new category was the writing category. Two agencies, **MAEP** and **Salinas** answered questions in this category. Both agencies reported that involving teachers in field-testing and implementing writing assessment heightened awareness of the need to increase instruction in this area. They are planning to incorporate more writing into the regular curriculum, especially at the advanced levels of ESL instruction.

CASAS CONSORTIUM MEMBERS

Agency	Contact Person(s)
ABC USD	Betty Gerhardt, Mary McMullin
Alhambra Adult School	Jo Smith, Ben Noodleman
Burbank USD	David Bayer, Kim Rhodes
Centinela Valley USD	Fe Woods
Clovis USD	Carol Phillips
Downey Adult School	Marlene Fink
El Monte/Rosemead Adult School	Carol Cross, Ron Logue
Fairfield-Suisun USD	Elizabeth Knight, Emily Valenzuela
Fremont Adult School (Sacramento)	John Holbrook
Fremont USD (Fremont)	Judy Asgari
Fremont USD (Sunnyvale)	Marianne Cogorno, Mary Periera
Grossmont UHSD	Lolita Frost-Ford
Hacienda La Puente Adult School	Stella Ohnersogen, Dianne Pun-Kay
Hayward USD	Jan Arney, Joyce Clapp
Kern UHSD	Ruben R. Elias, Letitia Thompson
Marin Community College District	Ron Gaiz
Martinez Adult School	Royal Sherwood, Kathy Prout
Merced UHSD	Margaret Kirkpatrick
Metropolitan Adult Education Program	Shirley Edwards, Celia Larson
Milpitas Adult School	Karen Angarano
MiraCosta Community College	Sylvia Ramirez
Montebello USD	Lillian Sacco, Sharon Brannon
Salinas Adult School	Paul Bernard, Sharon Miller

San Diego Community College	Leann Howard
San Francisco Community College District	George Woodward, Peggy Doherty, Christine Bunn Gregory Johnson
San Mateo City School District	Mike Roddy
Santa Clara USD	Bet Messmer, Nancy George, Sharon Swendell
Sequoia USD	Cuba Miller, Sara Tanke
Simi Valley Adult	Marirose Kozak
Sweetwater USD	Lynne Robinson
Torrance Adult School	Bertie Woods
Tulare JUHSD	Joetta Buenafe
Vallejo City USD	Karen Hansen
Visalia USD	Adele Stone
Watsonville/Aptos (Pajaro Valley) USD	Joan Rost

Section I

Level Exit

CASAS

Comprehensive Adult Student Assessment System

Agency: Fairfield-Suisun Adult School

Contact Person: Elizabeth Knight

Evaluation Question: Are the level exit tests effective predictors of success at the next level of instruction?

Proposed Process: Analysis of test scores/Teacher/student surveys/Comparison with placement information

Actual Process: Appropriate Exit Level tests were administered to students moving to the next level of ESL instruction or into Academic classes. Tests were given to the entire classes in the evening program, nd also at 0 level. These results were not included in the following percentage figures.

Summary of Results: (Please attach supporting data.)

187 Exit level tests were administered. Excluding 0 level and night classes, 62 of 79, or 79% achieved the desired 70% accuracy rate. In over 90% of cases, there was agreement between teacher perception of future success and student test score. See attached data.

Other effects:

The San Diego developed Exit Level tests work well in Fairfield as an effective predictor of success at the appropriate level. Testing has been a good way to verify promotion to the next level.

Comprehensive Adult Student Assessment System

Agency: Fremont (Sacramento)

Contact Person: John Halbrook

Evaluation Question: What changes or deletions are indicated in the 1985-86 exit test on the basis of field testing?

Proposed Process: Analysis of field test results

Actual Process:

Tests were developed by the ESL Coordinator. Teachers were also asked to contribute items for tests. Textbooks in use were used as a basis for the test items.

Summary of Results: (Please attach supporting data.)

An item analysis was made of the number of incorrect responses. Those with a high number of incorrect responses will be studied and will be changed or deleted. Also those with few incorrect responses with be investigated and changed or deleted.

Other effects:

Copies of the test items and item analysis are attached.

FREMONT SCHOOL FOR ADULTS

Sacramento City Unified School District

Exit Test Item Analysis - Level B

94 Students taking the test

Item Number	No. Incorrect Answers
1	12
2	10
3	45
4	15
5	21
6	25
7	13
8	9
9	13
10	24
11	18
12	25
13	41
14	23
15	23
16	29
17	50
18	63
19	24
20	21

FREMONT SCHOOL FOR ADULTS

Sacramento City Unified School District

Exit Test Item Analysis - Level C

67 Students taking the test

Item Number	No. Incorrect Answers
1	32
2	24
3	11
4	34
5	18
6	14
7	18
8	15
9	9
10	34
11	36
12	12
13	18
14	30
15	16
16	14
17	29
18	8
19	26
20	32
21	23
22	33

FREMONT SCHOOL FOR ADULTS

Sacramento City Unified School District

Exit Test Item Analysis - Level D

98 Students taking the test

Item Number	No. Incorrect Answers
1	13
2	22
3	50
4	31
5	55
6	57
7	33
8	59
9	60
10	72
11	39
12	29
13	29
14	34
15	50
16	26
17	51
18	71
19	69
20	61
21	65
22	48

CASAS

Comprehensive Adult Student Assessment System

Agency: Fremont Union (Sunnyvale)

Contact Person: MARY PEREIRA

Evaluation Question: How effective is a level exit test in determing student movement? (ESL)

Proposed Process: Analysis of test scores/Instructor survey

Actual Process:

Due to a fire at our facility and a transfer to a new location, several weeks of first semester were lost. These extraordinary circumstances caused a delay in our administration of the CASAS pre-test. As a consequence, the post-test after 100 hours of instruction fell extremely close to the end of the semester. Teachers opted to use those results as an exit measure.

We now have our final two level exit tests in place. All four level exit tests were used to exit in June 1987. Statistics are in the process of being analyzed.

Summary of Results: (Please attach supporting data.)

See attached copies of newly developed exit level tests.

Other effects:

CASAS

Comprehensive Adult Student Assessment System

Hacienda
Agency: La Puente Valley Adult School

Contact Person: Dianne Pun-Kay

Evaluation Question: To what extent are level exit tests effective in predicting success at teh next level and certifying competencies?

Proposed Process: Level exit test scores/Survey instructors/students
Number of students receiving level exit certificates

Actual Process:

In the questionnaire, this question was divided into two questions to allow the teachers to respond to each section separately. Since the level exit systems were implemented late in the year, the teachers were able to respond only on their prediction of the success of the system. A meeting is planned during the summer and as needed during the fall and spring to evaluate data collected and make necessary changes.

Summary of Results: (Please attach supporting data.)

Please see attached.

Other effects:

BACKGROUND: Teachers in the different sections of the program have selected a variety of tests to field test for use in the level exit procedure, including grammar tests, CASAS life skills listening and reading tests, and oral tests.

QUESTION: To what extent do the you feel that the level exit tests will be effective in certifying life skills competencies?

	A great deal	Somewhat	A little
Dibble Days	38%	50%	12%
Dibble Nights	25	50	25
Willow Days	33	33	33
Willow Nights	50	50	--

QUESTION: To what extent do the you feel that the level exit tests will be effective in predicting success at the next level?

	A great deal	Somewhat	A little
Dibble Days	50%	38%	12%
Dibble Nights	25	50	25
Willow Days	67	33	--
Willow Nights	25	75	--

CASAS

Comprehensive Adult Student Assessment System

Agency: Hayward Adult School

Contact Person: Jan Arney

Evaluation Question: Is the simulated experience more valid than paper/pencil assessment for certification of competencies?

Proposed Process: Analysis of paper/pencil instruments with applied performance results/Teacher judgement; Student interviews

Actual Process:

The control group of students were given both the applied performance and paper/pencil tests. 100% of the students who took the applied performance tests completed them successfully. 75% of the same student control group completed the paper/pencil test successfully.

Summary of Results: (Please attach supporting data.)

Based on the above statistics teachers determined that the applied performance testing was a more valid method for these specific competencies. Teachers realized students are able to function in real life situations using information covered in class.

Other effects:

Students enjoyed 1 on 1 testing by the applied performance method. Teachers became aware of applied performance testing procedures. They will expand areas of tests and use them more extensively next year.

CASAS

Comprehensive Adult Student Assessment System

Agency: Marin

Contact Person: Ron Gaiz

Evaluation Question: Do the new level exit tests for 400 and 500 effectively distringuish between students who are ready for the next level and those who need to repeat their current level?

Proposed Process: Comparison of teacher recommendation with level exit score
Teacher evlauation of student progress at next level; Analysis of test results given to next higher/lower level

Actual Process:
Level 400 and 500 exit tests were developed from preliminary forms that were tried out on levels above and below those targeted. Items that seemed to differentiate the most between upper and lower levels were kept and included in the final form.

Summary of Results: (Please attach supporting data.)

An item analysis was done on both level 400 and level 500 tests (see attached item analysis for each test). However, because of the limited number of students in each sample tested, and because of the low mean point biserial correlation, and the overall difficulty of the test, no further comparison of placement with teachers' judgments was done.

Other effects:

At a later time when the tests have been revised and set on an absolute scale that corresponds to ability level, the correspondence of teacher's judgments with test placement will be done.

ITEM ANALYSIS - Exit.400

ITEM NO.	PERCENT CORRECT	POINT BISERIAL R
1	0.953	0.242
2	0.531	0.049
3	0.625	0.271
4	0.453	0.387
5	0.469	0.209
6	0.609	0.332
7	0.656	0.432
8	0.734	0.381
9	0.797	0.369
10	0.484	0.064
11	0.781	0.422
12	0.406	0.365
13	0.484	0.428
14	0.703	0.297
15	0.797	0.237
16	0.719	0.300
17	0.406	0.281
18	0.641	0.382
19	0.500	0.361
20	0.516	0.258
21	0.766	0.078
22	0.859	0.587
23	0.672	0.474
24	0.641	0.502
25	0.750	0.408
26	0.719	0.402
27	0.609	0.535
28	0.359	0.548
29	0.438	0.409
30	0.641	0.392
31	0.703	0.438
32	0.781	0.483
33	0.953	0.395
34	0.703	0.604
35	0.625	0.333
36	0.719	0.080
37	0.594	0.557
38	0.375	0.327
39	0.547	0.463
40	0.703	0.458

FOR CRITERION = Exit.400

MEAN = 25.42
STANDARD DEVIATION = 6.80
RELIABILITY (KR 20) = 0.831
STANDARD ERROR OF MEASUREMENT = 2.79
OPTIONS = 4
NUMBER OF CASES = 64
MAXIMUM SCORE = 40.00
MEAN POINT BISERIAL R = 0.36

ITEM ANALYSIS - Exit.500

ITEM NO.	PERCENT CORRECT	POINT BISERIAL R
1	0.722	0.435
2	0.444	0.451
3	0.667	0.547
4	0.833	0.210
5	0.500	0.598
6	0.611	0.035
7	0.778	0.362
8	0.611	0.318
9	0.556	0.161
10	0.667	0.313
11	0.667	0.137
12	0.833	0.012
13	0.889	0.400
14	0.611	0.450
15	0.833	0.161
16	0.667	0.606
17	0.722	0.456
18	0.500	0.451
19	0.722	0.106
20	0.389	0.249
21	0.778	0.185
22	0.556	0.401
23	0.722	0.538
24	0.333	0.371
25	0.778	0.428
26	0.389	0.645
27	0.722	0.332
28	0.167	0.630
29	0.667	0.215
30	0.944	0.074
31	0.611	0.337
32	0.167	-0.161
33	0.167	-0.062
34	0.722	0.168
35	0.778	0.162
36	0.722	0.312
37	0.833	-0.111
38	0.611	0.450
39	0.611	0.224
40	0.333	0.176

FOR CRITERION = Exit.500

MEAN = 24.83
STANDARD DEVIATION = 6.03
RELIABILITY (KR 20) = 0.829
STANDARD ERROR OF MEASUREMENT = 2.50
OPTIONS = 4
NUMBER OF CASES = 18
MAXIMUM SCORE = 40.00
MEAN POINT BISERIAL R = 0.29

CASAS

Comprehensive Adult Student Assessment System

Agency: Martinez Adult

Contact Person: Royal Sherwood or Katharine Prout

Evaluation Question: Is the new ABE/ESL level exit test effective in certifying competencies and predicting success at high levels?

Proposed Process: Analysis of test scores/Staff observations

Actual Process: A program change took place in mid-November and, as a result, the exit test was not completed. Instead, CASAS pre- and post-test results were used to certify competencies and predict which students would be successful at a higher educational level if exited from the adult school program.

Summary of Results: (Please attach supporting data.)

22 students who took either the C-level pre- or post-test scored above the accurate range on the achievement tests. These students were counseled regarding their exit from the program. Of these, 15 have exited the advanced level ESL program, 6 plan to exit in the near future, and 1 admitted cheating and requested a program change to a lower level.

Of the 15 who have been exited, 7 are attending local community colleges. All 7 have been contacted and expressed the attitude that they are achieving success at the higher academic level.

Other effects:

It is still felt that an exit test is needed that would add an academic skills component to the life skills tested by the achievement tests. Using the scores of the pre- and post-tests did, however, have the effect of showing the students concrete evidence that they were ready for exit. In several cases, it was the "push" they needed to give them the confidence to continue their education at a higher level thus making room in the class for students from the waiting list.

Supporting Data

Number of students scoring above accurate range on CASAS pre- or post-test:	22
Number of students in this category exited following counseling:	15
Number of students still in program:	7
Number of students who left to pursue higher education:	7
Number of students who returned to their native countries:	2
Number of students who got jobs/better jobs:	4
Number of students who met personal goals of improving communication skills:	2
Number of students contacted after entrance into community colleges:	7
Number of students who expressed feelings of success in college:	7
Number of students taking only ESL in college:	0
Number of students taking a combination of ESL, regular English, and courses in their major:	7
Number of students who have returned to visit class and advise, encourage, and counsel former classmates:	3

CASAS

Comprehensive Adult Student Assessment System

Agency: Milpitas Adult School

Contact Person: Karen Angarano

Evaluation Question: To what extent are the level exit tests accurate in predicting student success at teh next level of instruction?

Proposed Process: Comparison of level exit scores with teacher opinion; CASAS survey achievement test scores; Instructor/student surveys

Actual Process: Comparison with teacher opinion.

Summary of Results: (Please attach supporting data.)

Level exit tests seem to be accurate in predicting student movement. More testing needs to be done in the future to adequately answer this question. The use of pre/post test results required in the fall was preferred by staff with exit tests being used for other sessions. Staff agreed that exit criteria needed to remain constant at the advanced level to assure success at the high school level. However, more information with use of the tests at the beginning and intermediate levels needs to be gathered to address concerns raised by staff and program.

Other effects:

The concerns expressed by staff and program will be addressed in the future as pertains to the following areas:

1. IMPACTING OF LEVELS: the issue of student movement to allow for open entry in a small program. The beginning class started at a lower level than in the previous year. The number of students retained in the level was higher at the end of the session, thus a longer waiting list for entry into the level was built - both during the session and at the beginning of the next session. One solution may be to rename levels after students enter with exit tests for level being given later. Another solution may be to design two exit tests per level to determine completion. (over)

CASAS

Comprehensive Adult Student Assessment System

Agency: Salinas Adult School

Contact Person: Sharon Miller

Evaluation Question: Is it possible to do level exit testing through applied performance in a cost effective manner?

Proposed Process: After field testing applied performance level exit tests, survey students, teachers, and volunteers

Actual Process: An ESL teacher volunteered to undertake this project.

1. First she received training in applied performance: She was sent to two workshops sponsored by the Watsonville Adult School; she received information from the 1986 CASAS Summer Institute; and she was given the phone numbers of Sara Tanke, Barby Ulmer, Susie Riles and Diane Pun-Kuy.
2. She also talked to teachers at Gavilan College and reviewed Defense Language Institute procedures.
3. She focused on an AP level exit from intermediate to advanced ESL and interviewed advanced teachers to see what they wanted students to know. They tended to stress a grammar point (!), present perfect.
4. Her next task was to select a life skills situation that would elicit present perfect.
5. Reviewing the ESL continuum seemed to point to these areas: housing ads, bills, clothing labels, housing repairs, medical or health services, dental health, or wages.

Summary of Results:

Unfortunately in April the teacher working on this project had a family emergency: her son had a seizure, emergency tracheotomy, and spent several weeks at Stanford Hospital. She had been planning to move to Honduras, where her husband was working in July, but as a result of her son's illness decided to move her family immediately. As a result, she did not complete this project. We hope to have someone else continue it next year.

Other Effects:

None.

CASAS

Comprehensive Adult Student Assessment System

Agency: San Diego Community College District

Contact Person: Leann Howard

Evaluation Question: To what extent have level exit tests been used effectively/accurately to move students from one level to the next?

Proposed Process: Analysis of level exit tests and pre-vocational test scores; Comparison with CASAS pre/post test scores; Interviews with teachers

Actual Process: PLEASE SEE ATTACHED.

Summary of Results: (Please attach supporting data.)

Other effects:

CASAS Final Report
Continuing Education
San Diego Community College District

Evaluation Question: To what extent have level exit tests been used effectively/accurately to move students from one level to the next?

Actual Process:

Twenty-three ESL instructors at all levels at the largest site were asked to administer district developed level exit tests at the end of the Spring semester. Two prevocational classes were administered the level 3 exit test and two prevocational classes were administered the level 5 exit test. The level exit tests are still being revised and field tested to determine their usefulness in moving students from one level to the next. They are designed to be given to groups of students to determine their readiness for promotion to the next level. But for purposes of the field test, all students in the classes were given the level exit tests. Class averages were computed to determine criteria for moving students to the next level. Teachers were interviewed as to their perceptions of the accuracy of the level exit results.

Summary of Results:

Attached are the level exit test results. There are four parts to the district developed exit tests - Reading (10 items), Listening (10 items), Structure (10 items), and Applied Performance. For the purposes of field testing the Applied Performance component was omitted. Results show a wide range in performance. One Orientation (Level 1) class average was 57.29% while another was 76.35%. The range for Level A was 40 to 68%. Level B and above including the prevocational classes scored around the 70% mark.

Based on these results, the following conclusions can be drawn.

1. Orientation level classes are not ready for a Reading test. The Listening test is a better indicator of readiness to function in the Level 2 class. The Applied Performance test might be valuable at this level for exiting purposes.

2. The Structure test should be eliminated from the Level A test. Beginning with Level B the Reading and Structure tests have more validity as students' language skills are more developed.

3. Students should score 70%+ on Level O test to move to Level 2.

4. Students should score 70%+ on Level A test to move from Level 3 to Level 4.

5. Students should score 70%+ on Level B test to move to Level 5.

6. Students should score 70%+ on Level C test to exit the ESL Program.

Other Effects:

Having established these scoring criteria, Department Chairs at the other continuing education sites will be asked to inservice their instructors in the use of the level exit tests for movement of students. We will continue to analyze the effectiveness of the level exit tests in the coming year and interview instructors as to the effectiveness of these tests.

Level Exit Test Results

Teacher	Class Level	Level Exit Test	Average %	-10%	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	
				# of students who scored in the following percentile ranges:										
chmitz	1	0	57.29%				3	5	5	4	2	2		
handler	2	0	76.35%					1		5	6	4		
achman	2	A-2	40 %	5		3	1	1	1	1	2	1		No struct.
auer	3	A-2	68 %			1	1	4	1	2	7	5	2	Tape not used
ohansen	3	A-2	66 %					3	2	4	4	3	2	
wensby	3	A-2	65 %				2	1	7	4	4	3		
tern	5	B-1	69 %					1	3	4	6	3		
om	5	B-1	61 %					1	5		1	1		
alker	6	B-2	67 %					1	3	6	3	2	1	
ohnston/ oet	6-7	C-1	60 %				2	2		2	2	1		
everson	7	C-1	72 %					1	1	1			2	
ayton	4	P-V 3	71 %					2	3	2	2	3	2	
lwin	5	P-V 3												
artinez	6	P-V 5	75%				1	1	1	2	2	1	5	

Conclusions:
1) Students should get 70 % + to go to level 2 (On Level 0 test)
2) Students should get at least 60 % correct on Level A Exit to go from level 2 to level 3.
3) Students who got 70-80 % on Level A Exit would probably do well in Levels 4 or 5

4) Perhaps elminate reading section in Level 0 test,.
5) Perhaps eliminate structure test on Level A exit test for level 2 classes

~~Add~~ Applied Performance for Level 0 and Level A

Level Exit Test Results

Teacher	Class Level	Level Exit Test	Average %	# of students who scored in the following percentile ranges: -10%	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
Steer/ Boyd	2	A - 2	50.5				2	2	7	4	2		
Bundy	2	A-2	49.4 %		1	3	2	5	3	6		1	
Ross	3	A-2	62.2 %				1	5	8	5	4	2	1
Castaneda	3												
McGee	4	A-2	58 %			3	1	1	3	7	6	1	
Fonseca	4	B. 1	52.7 %				3	1	3	3			
Woitovich	5	B-2	52				2	3	2	4			
Parry	5	B-2	54 %			1	2		4		4		
Heizer													
Pickering													
Dawson	7	C-1	64 %					2	5	1	4	1	
Roden													

Conclusions: 1) Tests were generally too difficult for students. Level 2 should have taken Orientation Level exit

2) Some content was not appropriate for the students in the evening - i.e. immunization chart, etc.

CASAS

Comprehensive Adult Student Assessment System

Agency: San Mateo Adult

Contact Person: Mike Roddy

Evaluation Question: How will students be correctly evaluated in an objective and realistic way as to the attainment of competency skills at a particuluar level

Proposed Process: Analysis of test scores, applied performance results and teacher evaluations

Actual Process: In October a faculty workshop was held as the second part of an " Applied Performance Testing " presentation given the year before by CASAS Consortium member Sara Tanke. Teachers now constructed their own level exit tests. A special commitee was formed with one representative from each of the seven levels in the program to meet in November, take the workshop data and ideas, and rewrite the test. The level exit tests, including applied performance questions, were then distributed to the faculty for field testing the rest of the year. Next year the committee will review the field test results and rewrite the tests.

Summary of Results: (Please attach supporting data.)

See Form "B" for one copy of one of the seven level exit tests.

Other effects:

CASAS

Comprehensive Adult Student Assessment System

Agency: Santa Clara Adult School

Contact Person: Bet Messmer

Evaluation Question: How do results on level exit tests mesh with teacher's judgment and other evaluation materials used?

Proposed Process: Analysis of level exit scores/Comparison of other assessment measures/Teacher interviews

Actual Process: All Beg. A, B and Int. A classes were tested with our own Level Exit Tests; one of Joyce Clapp's teachers opted to use the Int. LET with her Beg. II class at Hayward Adult.

2 Beg. A 2 Beg. B	Beg. Level Exit Test
3 Int. A	Int. A LET

Teachers were asked to indicate whether they would "Keep" or "Promote" their students prior to administering the test, then asked to indicate if test results caused them to alter their recommendations. A volunteer collated results (example attached). A follow-up survey completed process (white sheets).

Summary of Results: (Please attach supporting data.)

1. Scores were higher than anticipated - Intermediate classes (students as well as teachers) felt test too easy.
2. Teachers felt LET scores generally concurred with their prior judgment. "Surprises" ranged from "0" to 15%.
3. Four of the seven teachers changed their recommendations re "Keep" or "Promote" as a result of the test (a total of 11 changes out of 160 tested in 7 classes). One of the Hayward student's scored 21 but teacher still opted to Keep, while another student with 9 - she opted to promote. (Our LET's were developed to match critical competencies for Santa Clara students, not Haywards".)

Other effects:

Teachers generally felt that our Level Exit Tests (which they created themselves) are only "somewhat adequate "as a measure of students' readiness to move on to next level. Teachers made some very perceptive comments via survey and in person (please see surveys - especially red-starred pages).

SAMPLE

Your Name Pat Gear

Date June 10, 1987

ADULT EDUCATION CENTER
SANTA CLARA, CALIFORNIA

To: Gloria, Anne, Pat, Lam, Wendy, Marianne, Jennie

From: Bet

Re: Level Exit Test results. (May 1987)

Dear Teachers:

One of the evaluation questions we wrote into our 1986-87 CASAS grant was "How do results on level exit tests (LET) mesh with teachers' judgement and other evaluation measures?"

I need your feedback in order to complete our report this month. Please complete and return to me by June 15th the attached tally sheets and this form.

1. How many students did you test? 19

2. Did students' results on LET concur with your prior judgement about whether you would Keep or Promote them?

X concurred (1 surprise) surprises=didn't concur

3. Did the LET results influence you to change your mind on any students?

_______ changes from promote to Keep

X changes from Keep to Promote

4. Do you feel the LET for your level is adequate in itself as a measure of a students' readiness to move to next level?

_______ not at all

X somewhat adequate

_______ adequate

Your comments/suggestions/criticisms WELCOME

There may be listening/speaking skills that need more development.
There may be social/personal needs to remain & repeat a level.
Vocab/reading skills would enable a student to pass whether he had studied the competencies or not.

Thank you!

Bet

CASAS

Comprehensive Adult Student Assessment System

Agency: Sequoia Adult School

Contact Person: Cuba Miller

Evaluation Question: Are the level-exit tests valid measures of student achievement?

Proposed Process: Correlation study of applied performance tests and CASAS reading test

Actual Process: A sample of the ESL level-exit tests was scored independently by two raters and consistency of the scoring was evaluated. The test items were analyzed for difficulty level. The applied performance items were correlated with the multiple choice and completion items. The teachers evaluated the content and format of the tests.

Summary of Results: (Please attach supporting data.) The consistency of the scoring was not perfect, but was satisfactorily high. Most test items were at an appropriate difficulty level. The teachers responded that the content of the tests was valid with the reservation that the tests were too heavily weighted on reading and writing skills.

Other effects: There was no significant correlation between scores on the applied performance section and scores on the multiple choice/completion section for two of the tests. Oral proficiency level was not predicted by scores on reading and writing items. In order to better reflect the emphasis in our ESL classes on oral skills, CASAS listening items will be added to the level exit tests next year.

CASAS

Comprehensive Adult Student Assessment System

Agency: Watsonville/Aptos Adult School

Contact Person: Joan Rost

Evaluation Question: Is the level exit process effective for intermediate and advanced level students? Does the test predict success for transition into ABE, GED, HSDP?

Proposed Process: Analysis of test scores/Student and staff survey/ Interviews with ABE, GED, HSDP staff

Actual Process: Winter testing consisted of implementation of a writing test. Since this was the first time our school had done a school-wide writing assessment we did not do a CASAS reading test. Every teacher who was informally surveyed found the writing assessment a highly effective and accurate measure of students writing ability.

Instead of concentrating on the intermediate and advanced level it was decided it would be of more value to our program to refine our assessment system at the beginning and intermediate levels. Advanced exit testing will be a goal next year.

Summary of Results: (Please attach supporting data.)
We developed surveys for students regarding the exit testing for both the CASAS writing and CASAS reading tests. It was only at the beginning level that tests were perceived to be difficult (see attachment #1). Students perceived that resulting placement was correct (see attachment #2).

Staff was also surveyed as to effectiveness of the assessment system. Of the teachers surveyed, 3-indicated certification; 8-testing program is great; 9-believed it to be ok; 2-stated it needed improvement and 0-felt it was worthless.

Other effects:

Staff is more involved in the implications of the assessment process for the instructional program.

CASAS

Comprehensive Adult Student Assessment System

Agency: Watsonville/Aptos Adult School

Contact Person: Joan Rost

Evaluation Question: Does the orientation exit test accurately predict success in the next level?

Proposed Process: Analysis of test scores/Interviews with sample student population/Teacher interviews

Actual Process: Students were asked on an ongoing basis about the class and the test by the 4 orientation teachers and 2 placement aides. There was an overall feeling that the class was very successful and although some students felt the test was difficult they were pleased with the certification process.

Beginning level teachers and students were surveyed after party in big class, no negative comments were received.

Summary of Results: (Please attach supporting data.)
Survey of the beginning level teachers revealed that they were pleased with the orientation testing system.

TEACHER SURVEY BEGINNING LEVEL PLACEMENTS

	Too easy	ok	too difficult
Radcliff	8	12	0
Freedom	1	21	2

A student survey taken in the 2 beginning level I classes showed that only 2 of 44 students who were surveyed felt that the class to which they were promoted was too difficult.

Other effects:

WATSONVILLE/APTOS
ADULT
EDUCATION
JAMES EACHUS, DIRECTOR

APRIL 1987 STUDENT SURVEYS

Difficulty of Level Exit Testing
5 Classes Sampled

#1

LEVEL	(WRITING)	EASY	OK	DIFFICULT	(CASAS)	EASY	OK	DIFFICULT
1		4	5	8		1	4	12
2		2	16	0		1	15	3
3-		1	5	2		0	5	3
3+		3	7	0		3	6	0
4		0	6	0		0	6	0

#2 Perceived Success in New Class following promotion based on level exit testing.
3 classes

	Easy	ok	Difficult
Level II	3	6	0
Level II - IV	0	15	0
Level III-IV-V	0	9	1

ESL STUDENT ASSESSMENT PROMOTION AND CERTIFICATION

Students will be tested by the teacher using CASAS or Applied Performance Competency based assessment with either writing samples or text book test as appropriate.

Orientation: 6 week program. Some students will be assessed and promoted to Level I every Thursday.

1) Written test: 2 forms available

2) Teachers oral quiz

Level I and 2: Regular promotion each quarter and at other times as appropriate. Extra promotions will be decided at each site.

1) CASAS level exit A Cut scores for Level I and 2 available.

2) Writing Sample

3) Text book tests simulation or oral interview.

Level 3 and 4: Regular Promotion each quarter and other times as appropriate at each site.

1) CASAS level exit B.

2) Text book test, simulation or grammar test.

3) Writing sample:

Level 5 and 6: Regular Promotions each quarter.

1) Writing Sample

2) Grammar, reading test, or simulation

3) Special content focused tests

STUDENT SURVEY

This class is:

__3__ too easy

__6__ O.K.

____ too difficult

Name____________________

Teacher STAVER/LUNA

Level II

STUDENT SURVEY

This class is:

_____too easy [illegible]

_____O.K.

_____too difficult

Name [illegible]

Teacher [illegible]

Level__________

Section II
Placement

CASAS

Comprehensive Adult Student Assessment System

Agency: ABC Adult School

Contact Person: Betty Gerhardt

Evaluation Question: To what extent did the placement test accurately place the students in the appropriate level?

Proposed Process: Analysis of placement data/Test scores/Student transfer slips/Instructional survey

Actual Process: A part of the program process is to give each student the placement test. During the period of time between September 15 and October 3, teachers were asked to indicate the number of students who were moved to a higher or lower level--data compiled from student transfer slips. In addition, an instructor survey was conducted to provide input on the accuracy of the placement test.

Summary of Results: (Please attach supporting data.)

Out of 200 students tested and still in attendance between September 15, 1986 and October 3, 1987, 10 students were moved to a higher level and 4 students were moved to a lower level.

These results indicate that the placement test accurately placed a high percentage of students in the appropriate level.

Other effects:

CASAS

Comprehensive Adult Student Assessment System

Agency: Clovis Adult School

Contact Person: Carole Phillips

Evaluation Question: Does the ESL placement test/procedure accurately place students into the correct level for CASAS pre/post testing?

Proposed Process: Analysis of test results/Questionnaire; Student performace; Counselor judgement; Staff "input"

Actual Process: A teacher questionnaire was given to all ABE/ESL teachers on placement. The results were mostly positive with some suggestions for improvement. ESL student performance on the CASAS test was compiled and summarized. Results were compared with the state averages. The coordinator monitored placement of students throughout the year. Current placement instrument provides quick and adequate placement of students.

Summary of Results: (Please attach supporting data.)

Teacher questionnaire results of the actual ESL placement process were positive. (an average of 4 on a 5 pt. scale) The ABE teachers felt there could be some improvement in the placement of ESL students in ABE classes. The student performances on the CASAS post test reflect both groups' opinions. The ESL students had an average of +6 improvement on the test.

Other effects:

CASAS PRE-POST TEST RESULTS
(February 25, 1987)

The following ABE/ESL teachers/classes participated in 1986/87 ABE CASAS pre and post testing and will be reported to the State Department of Education February 27, 1987:

	Test Level	N Present Pre & Post	Average Scale Score (+/-)
Anderson - ESL 3	A/B	19	+ 2.73
Bales - ESL 6	B/C	9	+ 5.80
Bruno - ESL 2	A/B	20	+ 7.80
Carr - ESL 5	B/C	24	+ 9.33
Hedge - ESL 1	A	12	+ 5.83
Pehlke - ESL 4	B/C	25	+ 6.00
Phillips-Reading 2	A/B/C	5	+ 4.20
Scambray-Reading 1	C	22	+ 3.68

Please note these are averages and do not take into account some extremely low and high scores. Test score sheets are attached for specific information on each class.

Lynn Anderson of CASAS considers 4 or 5 "good growth". The state averages for 85/86 were:

ESL	Level A	8.6	
ESL	Level B	5.3	
ESL	Level C	4.6	
			5.9 Average
ABE	Level A	9.0	
ABE	Level B	6.1	
ABE	Level C	4.6	
			6.0 Average

ABE PLACEMENT
SUGGESTIONS FOR IMPROVEMENT

READING

1. Need to give a diagnostic test to determine skill improvement areas for each student (Nelson Reading Proficiency?) FUSD
2. Grammar test - Oral test
3. Counseling for hostility

GED

CTBS scores 8.0 for people going into GED who are new to the program

Continuing native America students need to score 9.0 in reading

ESL students should place 10.0 on the CTBS to be successful

Math scores asre irrelevant to student success

Teacher Questionaire

Subject: Student Placement

1. Do you feel that the present placement system puts new students in the right level?

Not at all Very much

1 2 3 4 5

2. Does the present testing procedure have a positive effect on students?

Not at all Very much

1 2 3 4 5

3. Does the test score give you adequate information about the student?

Not at all Very much

1 2 3 4 5

4. Is there a need for an oral interview?

Not at all Very much

1 2 3 4 5

5. Is there a need for written comprehension questions?

Not at all Very much

1 2 3 4 5

6. What are your suggestions for improvement?

TEACHER QUESTIONAIRES
PLACEMENT

		1	2	3	4	5	TOTALS
ABE	1			5	1	2	[illegible]
	2	1	3	3		1	[illegible]
	3		3	2	2	1	
	4			4		4	[illegible]
	5	1	1	2	3	1	
	6						[illegible]
ESL	1		2	1	4		[illegible]
	2	1	2	3	1	1	[illegible]
	3		4	2			[illegible]
	4	1	1	1	2	2	
	5	1	2	2	1	1	[illegible]

ESL PLACEMENT
SUGGESTIONS FOR IMPROVEMENT

1. Writing sample 1st day
   Dictation and Reading test 2nd day
   Short oral test
2. Oral test for night placement?
3. Make more forms of grammar test
4. Oral interview for level 1
5. API for determining reading levels

Comprehensive Adult Student Assessment System

Agency: El Monte/Rosemead Adult

Contact Person: Carole Cross

Evaluation Question: What changes can be made to insure students are properly placed?

Proposed Process: Teahcer/aide questionnaire Class observations

Actual Process: Same as above

Summary of Results: (Please attach supporting data.)

A number of questions were updated to reflect major changes in the curriculum outline where specific areas were modified.

The test was expanded from 15 questions to 25 questions. Through teacher questionnaires and suggestions from aides, it was felt that a longer test represented a more accurate predictor of student knowledge.

A modal component was added at the request of the advanced ESL teachers .

Scantron sheets provided immediate feedback and placement.

Other effects:

Students were tested before entranc to any ESL class. If they tested too high at one level, they were given the next level, (since the previous class would have been too easy. Oral interviews were used to place book one students and those who were preliterate and could not read a placement test. Reduction in student program changes were an obvious result of correctly placing students in the correct level as per class observation and teacher evaluation.

To: All ESL Teachers
Re: Questionnaire
From: C. Cross
ESL Coordinator

Please complete the following questions and return to me by Wednesday of next week.

1. What level do you teach?
   a. Book 1, 2
   b. Book 3,4
   c. Book 5,6

2. Do you feel the current placement tests are adquately placing students in the correct level?
   a. yes c. somewhat
   b. no

3. If you have answered **no** in question two, which do you think is the major problem?
   a. not long enough
   b. inappropriate questions for each level
   c. questions do not correspond to what students should know as per course outline for each level
   d. not enough life skills questions
   e. not enough grammar questions
   f. not well typed
   g. not well administered by clerks

4. Please take a few minutes to jot down some thoughts which would improve the placement tests.

____

____

____

CASAS

Comprehensive Adult Student Assessment System

Agency: Fremont Union (Sunnyvale)

Contact Person: MARY PEREIRA

Evaluation Question: Has the listening placement test resulted in more accurate placement?

Proposed Process: Comparison study: Ratios of correclty placed students with reading test and listening placement test

Actual Process:

Two versions of a listening placement test were devised during second semester. They were field-tested in the classroom at three different levels. As the bulk of our entering students were already in session, there was no chance to extensively use the tests on incoming students. A large scale study will be conducted after summer registration.

Summary of Results: (Please attach supporting data.)

See attached data.

Other effects:

N/A

ADULT AND COMMUNITY EDUCATION

1054 CARSON DRIVE
SUNNYVALE, CALIFORNIA 94086
(408) 735-6210

JEANETTE BARKETT
PRINCIPAL

LISTENING PLACEMENT

Field Test Results

BEGINNING II - 41 people sampled, 7 questions

(A)

% of questions correct	# of questions correct	# of students correct
100	7	4
86	6	18
71	5	13
57	4	2
42	3	3
28	2	1

(B) % of students / score attained

85% = 71%

54% = 86%

10% = 100%

Conclusion (subject to verification at next intake): Those students whose CASAS written placement tests indicate Beginning II will be given Version I of the Listening Placement test. If their score is between 5-7, Beginning II is an appropriate placement.

ADULT AND COMMUNITY EDUCATION

1054 CARSON DRIVE
SUNNYVALE, CALIFORNIA 94086
(408) 735-6210

JEANETTE BARKETT
PRINCIPAL

LISTENING PLACEMENT

Field Test Results

INTERMEDIATE - 36 people sampled, 14 questions

(A)

% of questions correct	# of questions correct	# of students correct
100	14	0
92	13	1
85	12	2
78	11	7
71	10	3
64	9	5
57	8	9
50	7	4
42	6	4
35	5	0
28	4	0
21	3	1

(B) % of students / score attained

36% = 71%

28% = 78%

86% = 50%

Conclusion (subject to verification at next intake): Those students whose CASAS written placement tests indicate Intermediate will be given Version II of the Listening Placement test. If their score is between 8-10, Intermediate is an appropriate placement.

ADULT AND COMMUNITY EDUCATION

1054 CARSON DRIVE
SUNNYVALE, CALIFORNIA 94086
(408) 735-6210

JEANETTE BARKETT
PRINCIPAL

LISTENING PLACEMENT

Field Test Results

ADVANCED - 30 people sampled, 14 questions

(A)

% of questions correct	# of questions correct	# of students correct
100	14	0
92	13	3
85	12	1
78	11	12
71	10	5
64	9	3
57	8	3
50	7	3

(B) % of students / score attained

50% = 78%
70% = 71%

Conclusion (subject to verification at next intake): Those students whose CASAS written placement tests indicate Advanced will be given Version II of the Listening Placement test. If their score is 10 or above, Advanced is an appropriate placement.

CASAS

Comprehensive Adult Student Assessment System

Agency: Hacienda La Puente Valley Adult

Contact Person: Dianne Pun-Kay

Evaluation Question: To what extent is the placement system effective in placing students at teh appropriate level?

Proposed Process: Placement test scores/Interviews with instructors/ students

Actual Process:

After the activities for the year were concluded, questionnaires were distributed to the teaching staff. Nineteen teachers answered and returned the questionnaires. In addition, they shared their opinions in greater detail at staff meetings and individual interviews. These responses were tabulated, analyzed and are reported below.

Summary of Results: (Please attach supporting data.)

Please see attached.

Other effects:

BACKGROUND: The Willow day program uses a combination of an oral interview and CASAS Life Skills Listening and Reading Tests to place students into the various parts of their modular program. The other parts of the program use one of two forms of a CLOZE test for placement.

QUESTION: To what extent do you feel that the placement system is effective in placing students at the appropriate level?

	A great deal	Somewhat	A little
Dibble Days	38%	50%	12%
Dibble Nights	--	25	75
Willow Days	67	33	--
Willow Nights	50	50	--

COMMENTS: The Willow day teachers report that the CASAS Survey Achievement Tests place the students very accurately into their program. The accuracy of placement based on speaking depends on the skill of the clerk giving the oral interview.

The CLOZE placement test was not given on a regular basis in the Dibble night program due to shortage of clerical staff hours. In the coming semester additional hours are being assigned to rectify this problem.

The teachers in the other sections of the program report general satisfaction in the results of the placement procedure using the CLOZE test.

CASAS

Comprehensive Adult Student Assessment System

Agency: Marin

Contact Person: Ron Gaiz

Evaluation Question: Does the next placement test for levels 100-300 effectively place students in appropriate levels?

Proposed Process: Compariosn of test results of new test with STEL/ Teacher evaluation of student success

Actual Process:

A beginning level placement test (the COM test) was developed from level 100 - 300 exit tests. It was given with the STEL to 200 low to intermediate level students and results were compared (see attached sheet).

Summary of Results: (Please attach supporting data.)

A comparison of internal test characteristics (table 1) shows that the COM test has a higher reliability (rtt), higher quality items (mean rbis), lower standard error of measurement (SE(m)), is easier (mean), and has fewer people in the chance range than the STEL. A plot of the mean scores for each level (Fig 1) shows that the COM test is more linearly related to course level than the STEL.

Other effects:

Finally, a look at teacher's agreements (Table 2) with the placement tests shows that 77.8 percent of the time teachers agreed with the COM placement versus 72.5 percent of the time with the STEL. Teachers found the COM and STEL placements had an equal number of 'too high' placements, but the STEL 'too low' placements were double that of the COM test. This difference is significant at the .1 level using a Chi square test of significance. In other words, the STEL test was much harsher in its judgment of ability than the COM test and the teachers tended to agree with the COM test. Overall, there were 67 disagreements with the COM test placement, [illegible] with the STEL test.

COM & STEL Statistics

Table 1

Internal characteristics

	COM	STEL
r(tt)	.93	.91
mean(rbis)	.50	.44
SE(m)	3.03	3.20
mean	32.11	28.43
n(chance)	10	24
n	199	143

Table 2

Teacher's Agreements with the COM and STEL Tests

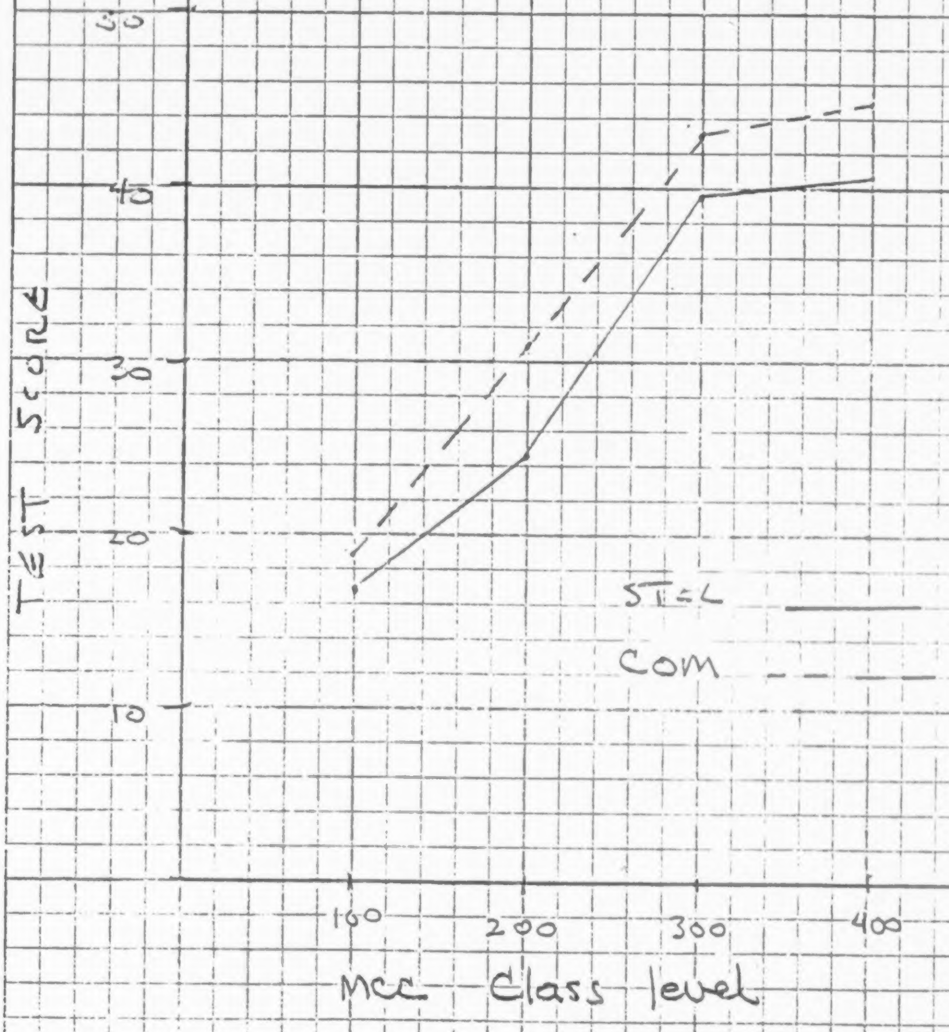
	COM	STEL
Agreements	235 (77.8%)	219 (72.5%)
Disagreements	67 (22.2%)	83 (27.5%)
Total	302	302

Test assessment too high or too low

	COM	STEL
too high	53 (79%)	52 (62.7%)
too low *	14 (21%)	31 (37.3%)
Total	67	83

* significant at the .1 level.

figure I - CLASS MEAN SCORES ON COM AND STEL.



CASAS

Comprehensive Adult Student Assessment System

Agency: Merced Adult School

Contact Person: Margaret Kirkpatrick

Evaluation Question: How effective is the adult school placement procedure in placing students in their correct class level?

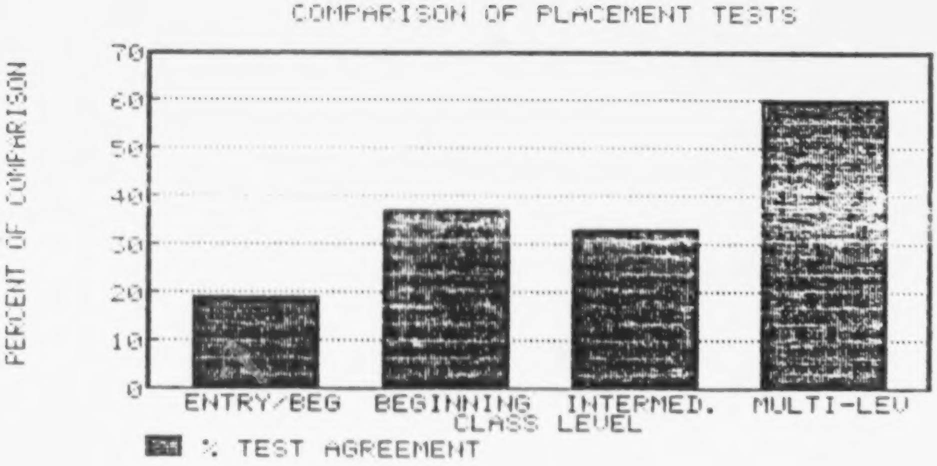
Proposed Process: Comparison of former/new placement procedures with two groups of students/Teacher survey of results

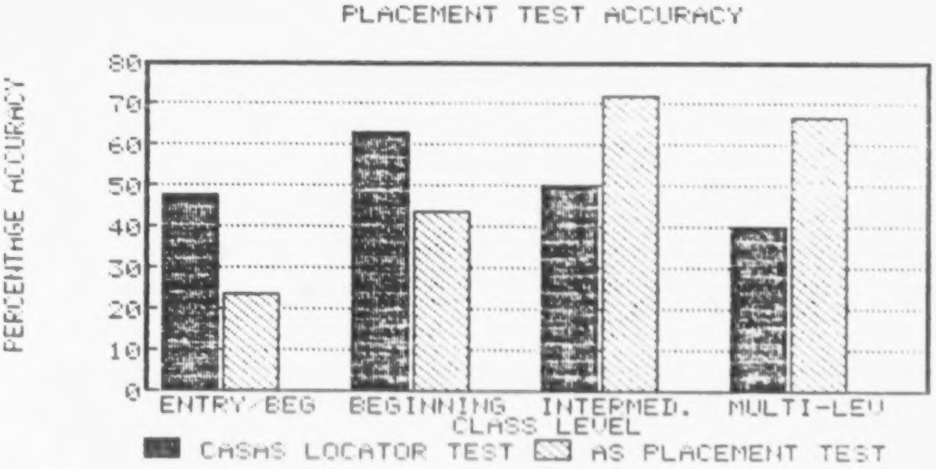
Actual Process: The Adult School ESL/ABE instructors constructed a Placement Test from the CASAS Stem Bank. Students were given the Placement Test, the CASAS Locator Test, and, later, to verify placement, a CASAS Survey Achievement Test. Instructors were surveyed as to their perceptions of the effectiveness of student placement in class. The student test results were analyzed for comparisons within 7 scale score points, with the standard for correct placement being the student score on the Survery Achievement Test.

Summary of Results: (Please attach supporting data.)

The Adult School (AS) Placement Test did not accurately predict student performance at the lower range of scores. While the CASAS Locator Test did better, it was not accurate enough to be adopted as the sole placement instrument. The AS Placement Test did fairly well on the higher range of scores, better than the CASAS Locator Test. The judgment of both instructors and the coordinator is that the AS Placement Test has some uses, especially in the Intermediate and ABE classes, but it does need to be revised to enhance its accuracy.

Other effects:


COMPARISON OF PLACEMENT TESTS


PLACEMENT TEST ACCURACY

PLACEMENT TEST EVALUATION

STUDENT NAME	AS PLACEMENT TEST	CASAS LOCATOR TEST	CASAS PRETEST SCORE
Castillas, Carm	204	211	210
Hernandez, Mari	0	0	228
Lasavoth, Kham	210	219	221
Lentz, Esther	210	197	213
Alejandro, Men	204	205	208
Mee, Moua Chang	204	191	205
Saechao, Yen Ch	216	219	221
Saelee, NaiSio	210	191	199
Saephanh, Chuan	216	219	219
Saephanh, Lai C	198	191	199
Saeteurn, Mey	222	225	217
Saephanh, Nai C	210	225	224
Her, Cha Soua	211	211	215
Thao, Boua Leng	198	210	202
Xiong, Xai	210	211	203
Xiong, Xong Van	198	197	188
Lee, Cha Mee	204	191	209
Lee, May Ya	216	205	192
Lee, May Yuo	222	205	209
Moua, Lue	204	197	200
Saechao, Feuy	210	197	212
Saechao, Muang	204	214	207
Saechao, Yao Fi	216	211	210
Saelee, Lio Cho	210	211	197
Saelee, Saeng W	210	191	171
Saelee, Yao Men	210	191	210
Saephanh, Yao H	204	197	203
Saephong, Liew	210	186	217
Saeteurn, Mey C	222	219	224
Saeteurn, Veurn	216	178	209
Vue, Kao	204	219	201
	0	0	0
Yang, Nao Yee	181	186	193
Xiong, Chong To	198	186	184
Xiong, Shang	210	197	196
Lasavath, Toui	191	186	194
Her, Youa	181	191	189
Lee, May Sheng	204	178	194
Moua, Yer	191	187	193
Saechao, Nai	204	191	193
Saechao, Yao Si	204	186	199
Saelee, Khae Fi	204	178	216
Saelee, Yao Seo	204	191	206
Saephan, Mouang	198	211	209
Saeteurn, Chio	191	186	198
Saeteurn, Nai W	198	191	201
Saeteurn, Seng	216	191	191
Sengsonvann, No	191	186	185

PLACEMENT TEST SURVEY

INSTRUCTOR RESULTS

1. In your opinion, was the placement test effective?
   Yes - 2
   No - 4
   No answer - 2

2. If your answer is no, please give suggestions as to how we might improve the testing.

   1. Vary the tasks more, beginning with easier tasks and getting harder.
   2. The lower levels have very little to discriminate between. We could use a broader range of scores.
   3. All of my students were so low it didn't clarify my goals.

3. Do you feel that the placement test helped you to develop your curriculum to meet the student needs?

   1. I haven't tried to use it in that manner.

   2. No.

   3. Not as much as the CASAS tests.

4. Please comment on your students' reactions to the placement test.

   1. We tested the very first day and then placed them in classes-maybe some real fright at the new situation.

   2. I think most students were frustrated.

   3. They could answer only 2 or 3- very frustrated.

PLACEMENT TEST EVALUATION

STUDENT NAME	AS PLACEMENT TEST	CASAS LOCATOR TEST	CASAS PRETEST SCORE
Thao, May Xiong	204	211	209
Tsang, Amy	191	197	202
Xayyovongsa, Ne	198	197	198
Xiong, Mao Thao	198	186	194
Xiong, Mai	204	186	193
Zeng, Xio Ying	181	205	199
Saeteurn, Muang	191	186	190
Lee, Tria	210	197	200
Vang, Hang	216	191	190
Vang, Lee	204	178	186
Saelee, Saeng K	204	186	186
Thao, Ying	191	178	190
Xiong, Chong Th	198	186	184
Khong, Shoua	198	172	198
Khong, Thaen	191	166	171
Kom, Thong Sey	198	205	191
Kong, Nang	0	197	161
Lee, Chia Lor	191	205	210
Lee, Yer	181	191	180
Luang, Chou	181	0	165
Moua, Xae	191	178	168
Saechao, Chong	191	172	177
Saeteurn, Kao K	191	178	165

CASAS

Comprehensive Adult Student Assessment System

Agency: Milpitas Adult School

Contact Person: Karen Angarano

Evaluation Question: Does the newly developed test accurately place students into the correct ESL level?

Proposed Process: Comparison of test results from previous test and new placement test/Teacher/student evaluation

Actual Process: Not completed.

Summary of Results: (Please attach supporting data.)
A new placement instrument was not designed which satisfactorily met the placement needs of the program/ The ESL program has expanded to four levels of instruction which has changed the placement needs. A placement instrument of 12 items, as is currently used, was not cpapble of distinguishing between the two higher levels. In order to design a new instrument, more data needs to be gathered on the new advanced level. During a meeting of the Bay Area Coordinators Network, a placement instrument was located (from MAEP) which seemed to fit the local program needs in content area and spread of difficulty level. This placement test will be field tested in Fall 87 to determine its ability to meet local program needs.

Other effects:

CASAS

Comprehensive Adult Student Assessment System

Agency: MiraCosta College

Contact Person: Sylvia G. Ramirez

Evaluation Question: How effective is the on-going placement system in placing students into ESL levels?

Proposed Process: Analysis of CASAS Pre/Post Test Results
Teacher Surveys/Student Surveys

Actual Process: Same but used teacher/student interviews

Summary of Results: (Please attach supporting data.)

In 1986-87, MiraCosta established a new evening site with 4 levels of ESL instruction. The instructional aides were given the placement instruments and a brief overview of the placement process used by the other large evening site.

In October, the ESL Coordinator analyzed CASAS pre-test results to evaluate the effectiveness of the placement process. At the established center, the analysis indicated three (3) distinct levels of ESL instruction. However, at the new ESL center, although 4 levels of ESL instruction were being offered, there were not 4 distinct levels of instruction. (See attached data - CASAS Pre). Instead, there were two simultaneous beginning levels, an intermediate level and an advanced level. There existed a large gap between the intermediate and beginning level of instruction.

Ot~~her Effects:~~

The coordinator met with the instructional staff at the new site. The staff indicated that they had begun to use the placement procedure but became overwhelmed by the number of students and decided to rely on teacher judgement based on a few informal oral questions and student perceptions of level of instruction needed.

(cont.)

The instructors commented that there classes had a wide variety of instructional levels within the same class. The coordinator confirmed this by showing them the pre-test results. After reviewing the data, the staff agreed to reinstate a placement process. All staff received in-depth training in the administration and scoring of the test results.

CASAS Post-test results (see data - CASAS Post) indicate that the levels became more distinct. Teachers confirmed that their classes were more homogeneous and reported increased student retention.

Included with this report is the CASAS pre/post summary of gains and retention for both sites.

(CASAS Pre)

CASAS TESTING - FALL 1986

Pretest Results:

Oceanside High School - Night Program

Teacher	Level	# tested	# invalid scores	average raw scores	average rit scores
Kyes/ Zimmerman	Beg.	36	15	17.28	194
Mannes/ Richonne	Int.	48	5	20.65	210
Smith/Madison	Adv.	27	0	20.74	226
Pine School - Night Program					
MacFarlane/ Huntington	Orient.	36	12	13.91	187
Counihan/ Mizoguchi	Beg.	33	17	13.12	185
Zimmerman/ Traynor	Int.	17	3	21.71	210
	Adv.	7	1	22	227

	Below 170	171-175	176-180	181-185	186-190	191-195	196-200	201-205	206-210	211-215	216-220	221-225	226-230	231-235	236-240	241-245	246+
ONS																	
Kyes/ Zimmerman				𝍷	𝍷𝍷𝍷	𝍷𝍷𝍷𝍷	𝍸𝍸𝍷𝍷𝍷										
Mannes/ Richonne						𝍷	𝍷𝍷𝍷𝍷	𝍸𝍷𝍷	𝍸𝍷𝍷𝍷𝍷	𝍸𝍸𝍷𝍷	𝍸	𝍸					
Smith/ Madison											𝍸𝍷	𝍸𝍸	𝍷𝍷𝍷	𝍷𝍷𝍷𝍷	𝍷𝍷	𝍷	
Pine																	
MacFarlane/ Huntington		𝍷	𝍷𝍷𝍷	𝍸	𝍷𝍷𝍷	𝍸𝍷𝍷	𝍷𝍷𝍷𝍷										
Counihan/ Mizoguchi		𝍷𝍷𝍷	𝍷	𝍷𝍷	𝍷	𝍷𝍷	𝍸										
Zimmerman Traynor (Int)						𝍷𝍷		𝍷	𝍷	𝍸	𝍷𝍷𝍷	𝍷𝍷					
Zimmerman/ Traynor (adv)										𝍷		𝍷𝍷	𝍷	𝍷𝍷			

CASAS Post:

CASAS TESTING - FALL 1986

Posttest Results:

Oceanside High School - Night Program

Teacher	Level	# tested	# invalid scores	average raw scores	average rit scores
Kyes/ Zimmerman	Beg.	29	20	18	196
Mannes/ Richonne	Int.	42	7	21.71	211
Smith/Madison	Adv.	21	2	25	231
Pine School - Night Program					
MacFarlane/ Huntington	Orient.	35	11	13.04	186
Counihan/ Mizoguchi	Beg.	34	4	16.63	203
Zimmerman/ Traynor	Int./ Adv.	21	2	22.36	227

	Below 170	170-175	176-180	181-185	186-190	191-195	196-200	201-205	206-210	211-215	216-220	221-225	226-230	231-235	236-240	241-245	246+
OHS																	
Keys/ Zimmerman					|	𝍸	||	𝍸 𝍸									
Richonne/ Madison							||	||||	||||	𝍸 𝍸 |	𝍸 |	𝍸 |					
Smith/ Madison										||	𝍸	𝍸 |||		|||	|	|	
Pine																	
Huntington/ MacFarlane			𝍸 |	||||	𝍸 |	𝍸 ||	|										
Mizoguchi/ Counihan							|||	𝍸 𝍸 |	𝍸 𝍸 |||	𝍸	||						
Traynor/ Zimmerman										||	|	𝍸	||	𝍸 |	||		

CASAS PRE/POST TEST SUMMARY
1986 - 1987

Oceanside High School

Teacher	Level	Gain	Retention
Kyes/ Zimmerman	Beg.	6.3	53%
Mannes/ Richonne	Int.	4.5	46%
Smith/Madison	Adv.	2	41%

# of students pretested = 111
# of students posttested = 52
Retention Rate = 47%
Average Gain = 4.3

Teacher	Level	Gain	Retention
MacFarlane/ Huntington	Orientation	1	31%
Counihan/ Mizoguchi	Beginning	6.6	48%
Zimmerman/ Traynor	Int./Adv.	18.6	50%

# of students pretested = 93
# of students posttested = 39
Retention Rate = 42%
Average Gain = 8.8

Total # of students pretested = 204
Total # of students posttested = 91
Overall Retention Rate = 45%
Average Student Gain = 6.5

Statewide Gain Data and Retention Data for ESL Students

Total # of ESL students tested = 6840
Overall Retention Rate = 54%
Average Student Gain = 5.9

CASAS

Comprehensive Adult Student Assessment System

Agency: Salinas Adult School

Contact Person: Sharon Miller

Evaluation Question: Has ESL placement improved enough under the new system to justify additional time involved?

Proposed Process: Survey of ESL teachers, sutdents, clerical staff/ Analysis of attendance

Actual Process:

The attached questionnaires were used. Copies went to all ESL teachers and clerical staff. A sample of students at all levels and sites was surveyed:
75 at main site/day [illegible] 24 at one day and evening satellite
[illegible] evening satellite [illegible]

Summary of Results: (Please attach supporting data.)

See attached results of placement questionnaire and revised placement procedures.

Other effects:

It was decided that comparison of this and last year's attendance would not give valid data on the effects of the placement procedures because
(1) We can't isolate the effect of the expanded orientation.
(2) We don't yet know the effect the new immigration law has had, other than the fact that it is sending us more beginning level students.

RESULTS OF PLACEMENT QUESTIONNAIRES:

Teachers:

Main site: 9 teachers responded. Overall consensus was that the placement system is working and is worth the time and effort. Comments to consider:

1. Some students are placed in beginning because of pronunciation problems. Their English is really better than beginning as far as understanding goes.
2. Some students need ABE classes in reading and writing rather than ESL classes. We need to direct the fluent English speakers to ABE classes.
3. Perhaps we should begin to focus in on the special needs of more advanced students: design more mini-courses on reading, writing, or vocabulary development.

Satellites: 3 teachers responded. Teachers at one site were pleased that their students were better placed. Teacher at another site felt that formal testing was unecessary because the person doing the registering could tell which of the two levels students fell into through more informal means.
Comment to consider:

1. Desire for regular orientations at the satellites.

Aides

3 aides responded, all from the main site. All said the placement procedures were o.k. Comment:

1. Re-evaluate the placement procedures for students with a big discrepancy between oral and reading abilities.

Students

Main site day: 73 responses. Usefulness of oral questions: 55 yes/7 no. Usefulness of reading test: 52 yes/5 no. Class just right = 54; too easy = 8; too difficult = 9. (76% felt they had been properly placed.) 60% said they had received the orientation. (We are trying to increase this to 100% with expanded counseling time.) Comments to consider:

1. The overwhelming majority felt that it was important for the school to find out how much the students knew so that they could be placed in the right level.
2. Three students complained that the test was too easy and placed them at a too difficult level.
3. Two students complained that the test was too short. (!)
4. Several students complained that they might be able to read, but that they couldn't speak and were placed at level that was too difficult.
5. Several students indicated that they hadn't realized that the oral questions were used for placements; they thought it was just part of registering. We need to tell them we are asking the questions to find out how much they know in English.

Main site eve: 59 responses. Only one student answered no to the question about the oral interview and there was one no on the reading test. 89% of the students thought their class was just right. Only 4 thought that class was too easy and two thought the class was too difficult. 83% of the students had received the orientation. (We had hoped for 100%; perhaps some had started before we initiated regular orientations.) Comments to consider:

1. Students commented that they didn't waste their time when they were put in the correct level.
2. Several students commented positively on being able to transfer to a higher level as soon as they had learned the material (something stressed in the orientations).
3. Two students commented that the questions were too easy. One said he was placed in a class that was too difficult because he had guessed at the answers.
4. One student commented that he was better in reading than speaking.

Satellite with day and eve classes (HFRC): 24 responses. All responded that the oral and reading questions were useful. 79% said they had received an orientation, probably from the teacher or aide as the counselors don't currently visit this site regularly. They all said the orientation was helpful. 86% said the class was just right.

Satellite with only eve classes (AHS): 9 responses. They all approved of the oral questions and reading test. They all said the class was just right. 7 said they had received an orientation. (Who is providing the orientation?)

PLACEMENT PROCEDURES EVALUATION

This year we fully instituted our new placement procedures to include an oral interview, a reading locator, and (in many cases) an orientation to the program. We'd like your opinion of the system and any suggestions you might have for improving or streamlining it.

1. Do students seem to be properly placed when they come to you? Why or why not?

2. (Continuing teachers only) Do the students seem to be better placed this year than last year? Can you be specific?

3. What suggestions might you have for improving the placement procedure?

4. In your opinion, is the expenditure of time and personnel for placement justified in terms of how it impacts on your classroom? Can you be specific?

I teach at _____ALC day _____HFRC

_____ALC eve _____Alisal High

_____ESL Parenting _____CET

DATE DUE: APRIL 8

THANKS!!! Sharon

PLACEMENT PROCEDURES EVALUATION

This year we fully instituted our new placement procedures to include an oral interview, a reading locator, and (in many cases) an orientation to the program. We'd like your opinion of the system and any suggestions you might have for improving or streamlining it.

1. Do you think the tests usually place the students at the right level? Why or why not?

2. Do you think the students are better placed this year than last year? Can you be specific?

3. What suggestions might you have for improving the placement procedure?

4. In your opinion, do you think the time and trouble involved in giving the tests is worthwhile?

DATE DUE: APRIL 8

THANKS!!! Sharon

1. Do you think the oral questions they asked you during registration helped the school select the right level class for you?

Why or why not?

2. Do you think the reading test you took during registration helped the school select the right level class for you?

Why or why not?

3. How is your class:
_____just right for me
_____too easy
_____too difficult

4. Did you receive an orientation to the English classes?

_______yes
_______no

5. I am a student at
______the post office in the day
______the post office at night
______at HFRC (Casa Trucha) on E. Market
______at CET
______at Alisal High School
______at Adelante

Thank you!

1. ¿Cree usted que el questionario oral que le hacen al matricularse le ayuda a la escuela a colocarlo a usted en el nivel adecuado?

¿Por qué? o ¿por qué no?

2. ¿Cree usted que la prueba escrita que le hacen al matricularse le ayuda a la escuela a colocarlo en la clase apropiada para usted?

¿Por qué? o ¿por qué no?

3. ¿Cómo es su clase? ______ adecuada para mí
______ muy fácil
______ muy difícil

4. ¿Recibió usted una orientación acerca de las clases de inglés?
______ Sí
______ No

Si usted recibió orientación, ¿cree que ésta le ayudó? ______Sí
______No

5. Yo estudio en ______el correo del centro de día
______el correo del centro de noche
______HFRC (Casa Trucha) por la calle Market
______el CE
______escuela secundaria Alisal
______el programa de Padres y Niños Adelante

¡Muchas Gracias!

Rev. 6/17/87

ESL PLACEMENT PROCEDURES

1. Give the oral interview. Tell the student you are going to ask him some questions to see how much English he knows and put him in the right level. Always ask the first three questions in English before changing to Spanish. It sometimes takes the student a while to get over his nervousness and "tune in" to your voice. Go back and ask the questions in Spanish if necessary.

DEPENDING ON HOW THE STUDENT DOES ON THE ORAL INTERVIEW, GO ON TO STEP 2A, 2B, or 2C.

2A. For students who score at the BEGINNING LEVEL on the oral interview: give them the SALSAS Picture Reading Test and show them how to mark it.

a. 3 levels of beginning

0 - 11 Pre-Beginning (with an aide)
12 - 14 Beginning I
15 - 16 Give the Locator Test - see Directions for Locator Test.

Results of the Locator Test:

0-3 Pre-Beginning
4 Beginning I
5 Beginning I or Beginning II (Note the oral proficiency, years of educ., self-confidence)
6 Beginning II
7+ Recheck their oral proficiency. Beginning II if oral is really at beginning level. Intermediate I (or Intermediate if there is only one class at this level) if oral is higher than originally rated.

b. 2 levels of beginning

0 - 11 Pre-Beginning (with an aide)
12 - 14 Beginning
15 - 16 Give the Locator Test - see Directions for Locator Test.

Results of the Locator Test:

0-3 Pre-Beginning
4-6 Beginning
7+ Recheck their oral proficiency. Beginning if oral is really at beginning level. Intermediate I (or Intermediate if there is only one class at this level) if oral is higher than originally rated.

c. 1 level of Beginning

0 - 11 Try to have the student work part of the time with an aide if one is available.
12 - 14 Beginning
15 - 16 Give the Locator Test - see Directions for Locator Test.

Results of the Locator Test:

0-7 Beginning
8+ Recheck their oral proficiency. Beginning if oral is really at beginning level. Intermediate I (or Intermediate if there is only one class at this level) if oral is higher than originally rated.

26. For students who score at the INTERMEDIATE LEVEL on the oral interview: give them the Locator Test - see Directions for Locator Test.

a. 4 levels (Int. I and Int. II)

0 - 3 Intermediate I + literacy
4 - 6 Intermediate I
7+ Intermediate II

b. 4 levels (Beg. I and Beg. II)

0 - 3 Beginning II + literacy
4 - 6 Intermediate + literacy
7+ Intermediate

c. 2 or 3 levels

0 - 3 Beginning + literacy
4 - 6 Intermediate + literacy
7+ Intermediate

3C. For students who score at the ADVANCED LEVEL on the oral interview: give them the Locator Test - see Directions for Locator Test. Always recheck these students to see if they are native or near-native speakers who don't need to work on their oral skills in an ESL class but should really be in the ABE or GED program for reading and writing.

0 - 6 Intermediate II + literacy. If there is only one level of Intermediate, send to Intermediate + literacy or Advanced + literacy depending on oral proficiency, years of educ., self-confidence

7 - 10 Intermediate II. If there is only one level of Intermediate, send to Advanced + literacy.

11 - 12 Advanced. Make sure this student needs an oral ESL class, not ABE or GED.

DIRECTIONS FOR LOCATOR TEST

Make the student feel as comfortable as possible. Read the instructions to him. Stress that he should never write in the test booklet. Make sure he's marking the answer sheet correctly. For test security, mark the number of the test booklet on the student's record sheet. Tell him it's important not to take the booklet from the room and that you'll cross the number off his record sheet when he returns the booklet to you. CHECK TO MAKE SURE THERE ARE NO MARKS IN THE TEST BOOKLET WHEN YOU COLLECT IT.

Literacy

1. If an Hispanic student has 0-3 years of education in his native country, or if he says he cannot read or write in Spanish, ask him if he'd like to learn to read and write Spanish and give him a referral to the Spanish literacy class.

2. If a non-Hispanic student has 0-3 years of education in his native country give him a referral to the beginning or intermediate literacy class, depending on his oral ability.

3. If a student has oral skills much higher than his reading skills, refer him to the appropriate literacy class (beginning oral level = beginning literacy class; intermediate oral level = intermediate literacy class; advanced oral level = ABE)

CASAS

Comprehensive Adult Student Assessment System

Agency: San Mateo Adult

Contact Person: Mike Roddy

Evaluation Question: To what extent is the placement test an accurate and successful locator in the ESL program?

Proposed Process: Analysis of test results/Committee analyzes results

Actual Process: In October, the Placement Committee, consisting of teacher representatives of all sites and levels of our program, met to review the placement test that we had constructed and field-tested during the end of the previous year. Changes were agreed upon and a second copy of the test was field-tested again, this time at all sites The committee met again in November and finalized the test, including training the three aides to administer it.

Summary of Results: (Please attach supporting data.)

See Form "A" for final copy of Placement Test.

Other effects:

CASAS

Comprehensive Adult Student Assessment System

Agency: Simi Valley Adult

Contact Person: Marirose Kozak

Evaluation Question: How will the administrators and teachers of Simi Valley Adult School provide for correct student placement?

Proposed Process: Analysis of current placement system which includes: Oral interview and placement test; comparison with CASAS pre/post test scores

Actual Process: (Combined with Summary of Results - see Attachment A)

Summary of Results: (Please attach supporting data.)

Other effects: (See Attachment A)

Attachment A

CASAS

COMPREHENSIVE ADULT STUDENT ASSESSMENT SYSTEM

Evaluation Question:	How will the administrators and teachers of Simi Valley Adult School provide for correct student placement?
Proposed Process:	Analysis of current placement system which includes: Oral interview and placement test; comparison with CASAS pre/post test scores

COMBINED ACTUAL PROCESS AND SUMMARY OF RESULTS:

1. Oral Interview with greeting, welcome and explanation of program is given to each in-coming student.
2. Placement test is given to each in-coming student.
3. Students are encouraged to discuss with teacher his/her feelings about the class and the correctness of placement, after attending class for 2 days.
4. CASAS pre-post test scores are analyzed to confirm correctness of placement.
5. Other factors are analyzed:
   A. Class participation.
   B. Instructional Unit Test results.
   C. Applied Performance Tests results.
   D. (pattern) of Attendance.

OTHER EFFECTS:

1. Good student attendance rate.
2. Students' needs are met.
3. Placement ensures students' (correct) motivation to learn, enthusiasm, development of self-confidence.
4. Encourages students to recruit friends and relatives for our ESL classes.

Simi Valley

E.S.L. PLACEMENT TEST

Part I - B.E.

Answer these questions:

1. What's your name?
2. What's your last name?
3. What's your first name?
4. Do you have a middle name?
5. What's your address?
6. What's your telephone number?
7. What's your zip code?
8. Do you have a telephone?
9. Do you have a social security number?
10. Are you married or single?
11. Do you work?
12. What's your occupation (or profession)?
13. Where do you work?
14. What's your age?
15. Where are you from?
16. What day is today?
17. What are the months of the year?
18. What are the days of a week?
19. When is your birthday?
20. Where do you live?

Part II - A.B.

1. What's your height? (approximately, can be in inches and feet or in meters and centimeters)
2. What's your weight? (approximately, can be in pounds and ounces or in kilos)
3. Are you tall, short, or average?
4. Where were you born?
5. When did you come to Simi Valley?
6. Why did you come to California?
7. What languages do you speak?
8. Do you drive?
9. How do you come to school?
10. How is the weather today?
11. What do you like to do in your free time?
12. How many brothers and sisters do you have?

13. Where are your parents?
14. Are your grandparents still alive?
15. How many relatives do you have in the United States?
16. What's your favorite color?
17. What's your favorite food?
18. What's your favorite drink?
19. Give the name of three vegetables.
20. Give the name of three fruits.
21. Give the name of three desserts.
22. Give the name of three dairy products.
23. Give the name of three kinds of meat.
24. Give the name of five items from the kitchen.
25. Give the name of five items from the bedroom.
26. Give the name of five items from the bathroom.
27. Give the name of five items from the living room.
28. Name ten different parts of the human body.

29. Name 5 organs of the body (inside).

30. Name three symptoms of any illness.

31. Give the name of three important holidays celebrated in the United States.

32. Give a brief description of the following occupations. (What do they do?)

a. carpenter ______________________________

b. plumber ______________________________

c. busboy ______________________________

d. surgeon ______________________________

e. housekeeper ______________________________

f. lawyer ______________________________

g. butcher ______________________________

h. accountant ______________________________

33. Write a short sentence with each of the following words:

a. salary ______________________________

b. employer ______________________________

c. employee ______________________________

d. raise ______________________________

e. overtime ______________________________

f. benefits ______________________________

g. deductions ______________________________

h. interview ______________________________

i. to be hired ______________________________

j. to be fired ______________________________

k. to be laid off ______________________________

34. Name three articles of clothing (clothes).

35. Name three large appliances.

36. Name three small appliances.

37. In what kind of store(s) can you buy these articles:

books:______________ medicine:______________

fresh bread, cakes, pies:______________

plants, flowers, trees:______________

birthday cards, writing paper, envelopes:______________

38. Give the name of three tools.

39. Give the name of three parts of a car.

40. Where can you get a driver's license?

41. Where do you buy stamps?

42. Is your rent high?

PLACEMENT TEST

Part III - I.

1. Write a short note to your boss telling him/her that Mr. George Wells called at 9:30 and wanted to talk with him/her.

2. Write a short autobiography (tell something about yourself). Use between six to twelve sentences.

3. Complete these sentences with a preposition.

   Example: in, on, at, by, with, against, across, near, far, etc.)

   a. He lives ________ 3261 Clark Street ________ Los Angeles.

   b. They have been married ________ five years.

   c. She has been in the U.S. ________ 1976.

   d. He was born ________ January 8, 1960.

   e. Her birthday is ________ November.

   f. She sat ________ me.

   g. She was lost in the desert. She went ________ food and water for three days.

   h. Charles lives ________ College Avenue ______ Arizona.

   i. Did you receive a letter ________ your brother yesterday?

   j. The bus will leave ________ fifteen minutes.

4. Complete these sentences with the right form of the verb.

   a. He ____________ his own car.
   fix

   b. Mary ____________ T.V. every night.
   watch

   c. The telephone ____________. Please answer it.
   ring.

4. (continued)

d. She ____________ to work every day.
go

e. I ____________ you next week.
call

f. I think ____________ to be sick.
be

g. I ____________ you were happy here.
think

h. I ____________ from San Francisco to Los Angeles in six hours last week.
drive

i. We are satisfied with his work. He ____________ with us for ten years.
be

j. ____________ you ____________ a job yet?
have find

k. They ______________________ together steadily for the past two years.
go out

l. I ____________ dinner last night when you called.
eat

m. What ____________ you ____________ lately? I haven't seen you for a while.
have do

5. Change these sentences to negative form:

Example: I am happy. I am not happy.

a. He works here.

b. She is from Mexico.

c. John is listening.

d. They live in Simi Valley.

e. I will be here tomorrow.

f. He was here yesterday.

g. I have found a job.

h. We went to school.

i. I was sleeping.

j. He brought a friend.

6. Use these adjectives in a short sentence:

smart ______________________________ attractive ______________________________

lazy ______________________________ shy ______________________________

reliable ______________________________ jealous ______________________________

7. Write a short sentence with the following auxiliary verbs:

should ____

would ____

must ____

can ____

may ____

ought to ____

I'd rather ____

8. What is the plural form of:

Example: 1 table - 2 tables

1 dress - 2 ____________________ 1 tooth - 2 ____________________

1 child - 2 ____________________ 1 foot - 2 ____________________

1 dish - 2 ____________________ 1 country - 2 ____________________

9. Write a short sentence with each of these adverbs:

quickly ____

well ____

10. Write a short sentence with these idioms:

turn on ____

turn off ____

give up ____

put off ____

call off ____

watch out ____

10. (continued)

take care of ______________________________

show up ______________________________

take place ______________________________

get along ______________________________

turn down ______________________________

look for ______________________________

look after ______________________________

11. Write a short composition about your country. Use at least two paragraphs.

PROGRAM OUTLINE

SUBJECT: ENGLISH AS A SECOND LANGUAGE

LEVEL: ADVANCED (A-B)

---

1. INDIVIDUAL STUDY (6 p.m. to 7:30 p.m.)

Subjects:

A. Vocabulary Study

B. Grammar

C. Spelling

D. Writing (sentences, paragraphs, compositions, letters, job resumes, etc.)

E. Idioms

F. Pronunciation

G. Conversation Practice

H. Pre-vocational ESL

I. Vocational ESL (subject to availability)

J. TOEFL Preparation

K. Computer ESL Instruction

2. GROUP STUDY (7:30 p.m. - 9:30 p.m.)

A. Life Skills
  - Consumer Economics
  - Community Resources
  - Health
  - Occupational Knowledge
  - Government and Law

B. Language Skills

C. Pronunciation, Intonation, Stress Drills

D. Songs, Plays, etc.

3. STUDENTS' ASSESSMENT

A. Placement Test

B. CASAS PRE/POST SURVEY TEST

C. Instructional Unit Tests

D. Applied Performance Tests

E. Level Exit Test

STUDENT PROFILE

Date: ____________________

NAME: Male_____ Female____

What country are you from: ________________

What languages do you speak: ____

How many years of school did you finish in your country? ______________

Are you employed now? ______________

What is your job: ________________

Reasons for taking this class:

1. To improve speaking _______

2. Improve writing _______

3. Improve reading _______

4. Improve understanding _______

5. Improve grammar _______

6. Improve spelling _______

7, Improve pronunciation _______

8. Any other reason? ____

What is the most important reason for taking this class? ________________
____

ESL 1A - WEEKLY SCHEDULE

Time	Days	Subject	Books To Be Used	Other Materials To Be Used
6-7:30 p.m.	Daily	Individual Study	1. English Self-Taught 1	Cassettes
			2. A New Start Literacy Program (for illiterate students)	Worksheets
7:30-7:40	Daily	Group Work: Greetings, Review of highlights of previous lesson(s)		Blackboard, visuals
7:40-8:30	Daily	New Lesson	A New Start 2	Worksheets
8:30-8:45	Break			
8:45-9:20	Daily	Suppl. lesson	Lifelines 1	
9:20-9:30	Mon, Wed.	Dictation	Before Book One	Worksheets
	Tue, Thurs.	Bingo (Alphabet, Numbers, Telling Time, Colors, Shapes)		

ESL 1B - WEEKLY SCHEDULE

Time	Days	Subject	Books To Be Used	Other Materials To Be Used
6-7:30 p.m.	Daily	Individual Study	English Self-Taught 1 New Horizons 1	Cassettes Cassettes, workbooks
7:30-7:40	Daily	Greetings, review highlights of previous lesson(s)		Blackboard, visuals
7:40-8:30	Daily	New lesson	Lifelines 1	Worksheets
8:30-8:45	Daily	Break		
8:45-9:20	Mon,Tue	Suppl. Lesson	English That Works 1	
	Wed, Thurs.	" "	Side by Side	
9:20-9:30	Daily	Choice of:		
		Dictation,	Before Book One	Worksheets
		Pronunciation Drill		
		Aural Comprehension	Aural Comprehension	Worksheets
		Jazz Chants	Jazz Chants	Worksheets
		Song		Worksheets
		Bingo		

ESL 2 - WEEKLY SCHEDULE

Time	Days	Suject	Books To Be Used	Other Materials To Be Used
6-7:30 p.m.	Daily	Individual Study	New Horizons 2	Cassettes, Workbooks
7:30-8:30	Daily	New Lesson	Lifelines 2 On a rotating basis (Getting Started, Health & Safety (Regents Eng. Exercices	
8:30-8:45	Daily	Break		
8:45-9:20	Mon,Tue	Suppl. Lesson	Side by Side	
	Wed, Thurs.	" "	English That Works 1	
9:20-9:30	Daily	Choice of: -Dictation Pronunciation Drill Aural Comprehension Bingo (Numbers, Consonants, Vowels sounds)	Aural Comprehension	

ESL 3 - WEEKLY SCHEDULE

Time	Days	Subject	Books To Be Used	Other Materials To Be Used
6- 7:30	Daily	Individual Study	SEE SEPARATE COURSE OUTLINE	
7:30-8:30	Daily	Group Study:		
		New Lesson	Cambridge Series:	
			-Consumer Economics (On a rotating basis) -Health and Safety -Life in These U.S.	
8:30-8:45	Daily	Break		
8:45-9:20	Daily	Suppl. Lesson	English That Works 2	
	(on a rotating basis)	Suppl. Lesson	ESL Grammar Workbook 1-2	Worksheets
		Suppl. Lesson	Side by Side	
		Suppl. Lesson	Essential Idioms in English	
9:20-9:30	Daily	Choice of:		
		Pronunciation Drills Aural Comprehension Jazz Chants Songs Dictation		Worksheets

CASAS

Comprehensive Adult Student Assessment System

Agency: Torrance Adult School

Contact Person: Bertie Wood

I. Evaluation Question: What is the most efficient student placement routine for each of large ESL morning sites?

Proposed Process: Analysis of placement scores/CASAS pre/post test scores.

Actual Process:

Assigned students at two morning sites by teacher-developed, coorerative, quick-assessment process depending largely on oral competence (Hamilton, with 191 students, is in the third year of process development; Wright, with 407 students, is in the second); [illegible]
Pretested, using reading and listening CASAS survey, during the same week;
Analyzed pre-test scores by classroom according to level and site.

SUMMARY OF RESULTS:

Reading:
1. Large numbers of students testing out emphasizes need to retest promptly;
2. With this year as base, we will be able to assess future years comparatively.

Listening: In terms of aural skills, we are placing appropriately with our new, still-evolving placement process at both centers. The following seem plausible:
1. Hamilton, a year ahead in developing its placement system, shows tighter groups than Wright.
2. Wright lost some accuracy of placement because of overloading the process and because we responded during the process by inserting a new intermediate class.

OTHER EFFECTS: The value of certain ideas was substantiated:
1. Tagging each student with a CASAS score;
2. Prompt retesting for those who test out;
3. Prompt reporting of scores to teachers;
4. Prompt revision of placement decisions;

On the other hand, those students ostensibly out-of-place were often in the class for known, individual academic or social reasons.

Torrance Adult Basic Education

READING PRE-TEST RANGE CHART, CASAS **Fall, 1988** Number of students answering specific quantity of items correctly

scale score

BY LEVEL

					170	173	175	178	180	182	183	184	186	188	190	192	194	195	197	198	199	200	201	202	204	[illegible]
CAIN	A	1		H	5				1	2		3	3		3	2		2	3			4		22		
MEANS	A	1		W	1				1	1			1		2	3		1	4			5		19		
SCHROLL/LOU	A	1		WD EL					3	2		2	1		1	1		1	2			4		7		
HERNANDEZ	A	2		H	1									1	2	1		2	2			3		25		
SHIBUYA	A	2	A	W		3	1	1						1	1	1		2	1					30		
MOORE	A	2	B	W				1	1	1				1					1			3		30		
WEINER	B	3	-4	H							8		1			1	2	1	2						2	1
LAHNALA	B	3	A	W																			2	3	1	5
ROY	B	3	B	W							1								1				1		2	5
LAFERLA	B	4	A	W							3				1								1		1	
LEIBOFF	B	4	B	W																2				2	1	1
SCHROLL	B	3	-6	WD EL							1															
VOIGT	C	5	-6	H																		2			2	
LANGLEY	C	LAB		H																						
CHOED-AMPHAI	C	5		W																		1			1	
KLONECKY	C	6		W																						
					0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HAMILTON MW	B	PPSC		W																1						
WF	B	PPSC		W											1					1	1	1	1		1	1
TOTALS					7	3	1	2	[illegible]	6	13	5	6	3	11	9	2	9	16	4	1	23	5	138	11	13

BY LOCATION

					170	173	175	178	180	182	183	184	186	188	190	192	194	195	197	198	199	200	201	202	204	[illegible]
HAMILTON CENTER																										
CAIN	A	1		W	5				1	2		3	3		3	2		2	3			4		22		
HERNANDEZ	A	2		H	1									1	2	1		2	2			3		25		
VOIGT	C	5	-6	H																		2			2	
LANGLEY	C	LAB		H																						
WRIGHT CENTER																										
MEANS	A	1		W	1				1	1			1		2	3		1	4			5		19		
SHIBUYA	A	2	A	W		3	1	1						1	1	1		2	1					30		
MOORE	A	2	B	W				1	1	1				1					1			3		30		
LAHNALA	B	3	A	W																			2	3	1	5
ROY	B	3	B	W							1								1				1		2	5
LAFERLA	B	4	A	W							3				1								1		1	
LEIBOFF	B	4	B	W																2				2	1	1
CHOED-AMPHAI	C	5		W																		1			1	
KLONECKY	C	6		W																						
WOOD ELEMENTARY																										
SCHROLL/LOU	A	1		WD EL					3	2		2	1		1	1		1	2			4		7		
SCHROLL	B	3	-6	WD EL							1															

Fall 1986

Clean Printout —— 7.9.87

[illegible]	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	224	225	226	228	229	230	232	233	234	236	238	240	242	244	
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1	2		2	1			1	1			2	1				1		1	1				1	1	2		1	1	2	
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	1			1	1			5	1	1	1					5														
		1			1			2				1	3			9														
6	14	7	9	6	13	1	14	22	4	12	3	22	6	[illegible]	3	123	11	3	7	3	4	6	6	5	6	10	6	7	26	0
																														687

	1			3		1	1		1			3	2			1	3	1	2	1				1	1		1		1
1	2		2	1			1	1			2	1				1		1	1				1	1	2		1	1	2

	4	1	1		4		4	1		3		7		3		9													
	3	2	3		4			4		3		2		5		14													
		1			1			2		3		3		7		21													
3	2		1		2		1	1				1		6		26													
				1			2	2	2			2			2	2	5	1	3		2	3	1			4	2	2	8
								1				1	1		1	1	3		1	2	2	3	4	3	3	6	2	4	15

							1							2		21													

Torrance Adult Basic Education

LISTENING PRE-TEST RANGE CHART, CASAS FALL, 1986 NUMBER OF STUDENTS ANSWERING SPECIFIC QUANTITY OF ITEMS CORRECTLY

TEACHER	LEVEL	SITE	NO. STUDENTS		170	171	173	174	175	176	178	179	180	181	182	183	184	186	187	188	189	190	191
CAIN	A 1	H	50			4				1	1	2		6		1	3	1	5		1	4	1
MEANS	A 1	W	39									1				1	1				1	2	
SCHROLL/	A 1	WD EL	24							1				1							2	2	4
HERNANDEZ	A 2	H	37										1	1		1		1			1	1	2
SHIBUYA	A 2 A	W	39			1								2									
MOORE	A 2 B	W	39								1	1	1					1			1		1
WEINER	B 3 -4	H	50																				3
LAHNALA	B 3 A	W	48																				
ROY	B 3 B	W	50																				
LAFERLA	B 4 A	W	44																				
LEIBOFF	B 4 B	W	49																				
SCHROLL	B 3 -6	WD EL	25																				
VOIGT	C 5	H	32																				
LANGLEY	C LAB	H	22																				
CHOED-AMPHAI	C 5	W	42																				
KLONECKY	C 6	W	50																				
TOTALS			640	0	0	5	0	0	0	2	2	4	2	10	0	3	4	3	5	0	6	9	11

BY LOCATION

TEACHER	LEVEL	SITE	NO. STUDENTS	170	171	173	174	175	176	178	179	180	181	182	183	184	186	187	188	189	190	191
HAMILTON CENTER																						
CAIN	A 1	H	50		4				1		2		6		1	3	1	5		1	4	1
HERNANDEZ	A 2	H	37							1		1	1		1		1			1	1	2
WEINER	B 3-4	H	50																			3
VOIGT	C 5	H	32																			
LANGLEY	C LAB	H	22																			
WRIGHT CENTER																						
MEANS	A 1	W	39								1				1	1				1	2	
SHIBUYA	A 2A	W	39		1						1		2				1					
MOORE	A 2B	W	39							1		1								1		1
LAHNALA	B 3A	W	48																			
ROY	B 3B	W	50																			
LAFERLA	B 4A	W	44																			
LEIBOFF	B 4B	W	49																			
CHOED-AMPHAI	C 5	W	42																			
KLONECKY	C 6	W	50																			
WOOD ELEMENTARY																						
SCHROLL/LOU	A 3-6	WD EL	24						1				1							2	2	4
SCHROLL	B		25																			
TOTALS			640	0	5	0	0	0	2	2	4	2	10	0	3	4	3	5	0	6	9	11

FALL 1996

scale score

192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	223
	6	4		4	2		2	1		1																				
	1	2		2	3		4	1		2		5		3		2		2			6									
	2	1		2	1		4	2		1		1																		
	3	1		1	1		6	8		4		4		1																
	2			3	1		3	1		2		3		3		7		3		8										
	1	1		1	2		2	1		1		6		2		3		2			11									
			6			3			4			2	3	3		4		4		4		3				5			6	
	1			3		2			3	3		2	4		4	3		4		1		6		5		4			3	
					1	1	1		4	2		4	2		4	2		3		5		7		3		6			5	
						1	2		2				3			2		3		3		10		4		3			11	
						1	1			3		1	2		1	3		2		6		3		4		4			18	
						1						1	1		1	2				1		4				2			12	
											1		2			6		2		2		2	4		1		3			3
									1				1			2		2		1		1	4		3		1			1
				2									1		2	1		4		2		5	5		4		5		3	4
																		1		2		3	2		3		5		6	3
0	16	9	6	18	11	9	25	14	14	19	1	29	19	12	12	37	0	32	0	35	17	44	15	16	11	24	14	0	64	11
	6	4		4	2		2	1		1		5																		
	3	1		1	1		6	8		4		3		1		7		3												
				3		3			3	3		2		3		3				4	11	3		4		4			6	
			6						1				4			2		2		2		2	4				1			3
				2									1		1			4		2		1	5		4		5			1
													1		2															
	1	2		2	3		4	1		2		1		3		2		2			6									
	2			3	1		3	1	4	1		6		3		3		2		8										
	1	1		1	2		2	1	4			2	3	2	4	4		4								5				
	1				1	2	1		2	2		4	2		4	2		4		1		3				6			3	
						1	2			2			3			2		3		5		6		5		3			5	
						1	1			3		1	2			3		3		3		7				4			11	
						1						1	1			2		2		6		10		4	1				18	
																1				2		5		3	3		5		3	4
																		1		1		3	2						6	3
	2	1		2	1		4	2		1		4																		
						1					1		2		1	6		2		1		4	4		3	2	3		12	
0	16	9	6	18	11	9	25	14	14	19	1	29	19	12	12	37	0	32	0	35	17	44	15	16	11	24	14	0	64	11

224	225	226		
				50
				39
				24
				37
				39
				39
				50
				48
				50
				44
				49
				25
		6		32
		5		22
		4		42
		25		50
0	0	40	0	640
				50
				37
				50
		5		32
		4		22
				39
				39
				39
				48
				50
				44
				49
				42
		25		50
				24
		6		25
0	0	40	0	640

CASAS

Comprehensive Adult Student Assessment System

Agency: Torrance Adult School

Contact Person: Bertie Wood

2. Evaluation Question: Can the information gathered for placement be of service to instructional staff beyond providing homogenious class groups?

Proposed Process: Instructor survey of usefulness of computer printout information of comprehensive placement results

Actual Process:

Because we were so clumsy with our computer, we did not get the printout to teachers in time to be useful. We anticipate much better performance during the coming year.

Summary of Results: (Please attach supporting data.)

Other effects:

CASAS

Comprehensive Adult Student Assessment System

Agency: Visalia Adult School

Contact Person: Adele Stone

Evaluation Question: Is the districts placement test an accurate predictor of student placement into the proper ESL level?

Proposed Process: Analysis of data from placement test, CASAS pre/post scores and oral interviews

Actual Process: Records were kept on the district's placement test to see if placement was appropriate according to CASAS level tests.

Summary of Results: (Please attach supporting data.)

129 placement tests given to incoming students and were as follows; 39 were diagnosed as beginners, 75 as intermediate and 20 as advanced. Of these numbers, only 2 students were moved back from intermediate to beginning (1½%) after the pre-test.

Other effects:

After the post-test (100 hours) 14 students (10%) were moved from intermediate to the advanced level and 8 students from the advanced level (6%) were encouraged to enroll in the LES class for GED, of those who enrolled 3 have passed the GED.

Section III

CASAS Survey Achievement

CASAS

Comprehensive Adult Student Assessment System

Agency: Centinela Valley Adult School

Contact Person: Fe Woods

Evaluation Question: What factors are responsible for large student gains on CASAS survey achievemnet tests?

Proposed Process: Correlation study: CASAS scores and literacy in L1, length of education, # of years in U.S., employment status, ESL teacher background and actual hours of attendance.

Actual Process:

Data was collected including the following: CASAS pre and post-test scores; literacy in L1; length of education; number of years in U.S.; employment status; ESL teacher background; and actual hours of attendence. Student motivation was added. Methods of data collection included surveys and interviews. The data was analyzed by looking at CASAS gain and correlating that with the information collected.

Summary of Results: (Please attach supporting data.)

1. Literacy: No result because of inadequate tools resulting in insufficient data.
2. Length of education: The students who started from the lowest base made the greatest gains.
3. Time in U.S.: The highest and lowest gains were made by the students here the longest and shortest times respectively.
4. Employment status: Employed students had higher gains.
5. Teacher background: No result due to inadequate tools resulting in insufficient data.
6. Hours attended: Students attending around 100 hours made the greatest gains.
7. Motivation: Students with more specific goals made greater gains.

OTHER EFFECTS:

Awareness of the areas we need to focus on such as the identification of literacy problems.

SUPPORTING DATA

The survey and interview showed that out of 168 students, 166 indicated that they were literate in L1, 1 student was not literate and 2 students were marginally literate. The tools used for determining literacy were inadequate; therefore we were unable to arrive at a valid conclusion relating first language literacy to CASAS gain.

As regards to length of education, the greatest gain of 7.85 was achieved by the 37% of the students who had had six years or less. The second greatest gain of 7.7 was achieved by 31% of the students who had had seven to nine years. The eight percent of the students who had over 12 years achieved a 6.98 gain. The smallest gain of 6.6 in this area was achieved by the 24% of the students who had had 10 to 12 years. 137 students were surveyed. The survey results were not unexpected. It has been shown that students who start from the lowest base make the greatest gain.

FACTOR	% STUDENTS-	AVG GAIN
NATIVE ED LESS 6 YRS	37%	7.85
NATIVE ED 7-9YRS	31%	7.78
NATIVE ED OVER 12 YRS	8%	6.98
NATIVE ED 10-12 YRS	24%	3.2%

According to the section of the survey dealing with length of time in the U.S. the largest gain of 12.22 was made by the 7% of the students who had been here over 10 years. The next largest gain of 10.43 was made by the 12% of the students who had been here 2 years. A gain of 8.9 was made by the 16% of the students who were here 3-5 years. The 13% of the students who had been here 6-10 years achieved a 6.33 gain. The 11% of the students who had been here 1 year made a 6.73 gain. The smallest gain of 5.77 was made by the 41% of the students who had been here less than one year. There were 135 students who answered this part of the survey. The results of the greatest and smallest gains were expected.

FACTOR	% STUDENTS-	AVG GAIN
YRS IN USA OVER 10 YRS	7%	12.22
YRS IN USA 2 YRS	12%	10.43
YRS IN USA 3,4,5 YRS	16%	8.9
YRS IN USA 6-10 YRS	13%	6.33
YRS IN USA 1 YR	11%	6.73
YRS IN USA LESS 1 YR	41%	5.77

The 65% of the students who were employed achieved a gain of 7.7 compared to a gain of 6.42 for the remaining 35% of students who were not employed. One hundred thirty-nine students responded to this query. The result was expected because the employed students usually have more exposure to English.

FACTOR	% STUDENTS-	AVG GAIN
EMPLOYED	65%	7.7
NOT EMPLOYED	35%	6.42

We could not isolate any significant factors in teacher background to account for the different percentages of gains in various classes. More specific instruments such as teacher observation are needed to obtain clearer results.

As regards to hours attended, the 37% of the students who attended 90-108 hours made the biggest gain of 10.95. The 26% of the students who attended fewer than 90 hours achieved a gain of 8.65. The smallest gain of 6.87 was made by the 37% of the students who attended more than 111 hours. There were 144 students included. It appears that the highest gain occurs within the first 100 hours.

FACTOR	% STUDENTS-	AVG GAIN
HRS ATTD 90-108	37%	10.95
HRS ATTD LESS 90	26%	8.65
HRS ATTD 111 UP	37%	6.87

We also surveyed the students about their motivation for studying English. The largest gain of 11.45 was made by the 28% of the students who wanted to broaden their educational horizons. The 29% of the students who wanted to improve their English for employment purposes achieved a 9.13 gain. The smallest gain of 6.81 was made be the 43% of the students who chose communication as their primary goal. One hundred forty-three students were surveyed. The students who had more specific goals made greater gains.

FACTOR	% STUDENTS-	AVG GAIN
REASON-EDUC	28%	11.45
REASON-JOB	29%	9.13
REASON-COMM	43%	6.81

CASAS

Comprehensive Adult Student Assessment System

Agency: Clovis Adult School

Contact Person: Carole Phillips

Evaluation Question: Have at least four additional staff members participated in the described CASAS activities and demonstrated understanding and application of the concept and system?

Proposed Process: Project director judgement Staff response (formal/informal)

- Student performance on CASAS pre/post tests

Actual Process: All daytime ABE/ESL teachers gave the CASAS pre/post tests. All teachers, except the two newest, are familiar with the CASAS materials. Teachers received student results on the CASAS tests and copies of state-wide scores. They were able to compare their students' progress with their fellow teachers and the state reports.

Summary of Results: (Please attach supporting data.)

The teachers were personally surveyed by the ABE/ESL Coordinator. In general they felt that their students made good progress as indicated by the CASAS pre/post test scores. The two newest teachers have become familiar with the overall schema of CASAS and the purpose of the testing. The coordinator and other teachers have helped explain the competency based instruction and assessment and have served as a support system to smoothly integrate the new teachers.

Other effects:

Due to the increased emphasis on CASAS activities, the coordinator sensed an interest in peer coaching. A survey was made to determine if peer coaching should be explored further for 87-88.

CASAS PRE-POST TEST RESULTS
(February 25, 1987)

The following ABE/ESL teachers/classes participated in 1986/87 ABE CASAS pre and post testing and will be reported to the State Department of Education February 27, 1987:

	Test Level	N Present Pre & Post	Average Scale Score (+/-)
Anderson - ESL 3	A/B	19	+ 2.73
Bales - ESL 6	B/C	9	+ 5.80
Bruno - ESL 2	A/B	20	+ 7.80
Carr - ESL 5	B/C	24	+ 9.33
Hedge - ESL 1	A	12	+ 5.83
Pehlke - ESL 4	B/C	25	+ 6.00
Phillips-Reading 2	A/B/C	5	+ 4.20
Scambray-Reading 1	C	22	+ 3.68

Please note these are averages and do not take into account some extremely low and high scores. Test score sheets are attached for specific information on each class.

Lynn Anderson of CASAS considers 4 or 5 "good growth". The state averages for 85/86 were:

ESL	Level A	8.6	
ESL	Level B	5.3	
ESL	Level C	4.6	
			5.9 Average
ABE	Level A	9.0	
ABE	Level B	6.1	
ABE	Level C	4.6	
			6.0 Average

Name________________

Peer Coaching Questionaire

Please circle appropriate answers:

1. What skills do you want to improve?

   How to teach: Listening
   Speaking/pronunciation/conversation
   Reading - outloud/silently
   Writing/grammar

2. What classroom techniques would you like to improve?

   Grouping activities
   Lesson sequencing
   Combining life skills with grammar
   Error correction
   Using the blackboard

3. Would you feel more comfortable as a:

   Coach
   Learner

4. What do you do particularly well?

   Grouping activities
   Lesson sequencing
   Combining life skills with grammar
   Error correction
   Use the blackboard
   Listening
   Pronunciation/speaking
   Reading - outloud/silently
   Writing/grammar

5. Name at least one person you would feel comfortable with in a peer-coaching situation.

   ____

   ____

   ____

6. Do you want to participate in peer coaching?

   Yes______
   No______

Comprehensive Adult Student Assessment System

Agency: El Monte Rosemeade

Contact Person: Carol Cross

Evaluation Question: Is the item analysis which is distributed to each teacher for each student completing the pre/post tests utilized by the teacher to develop remedial competency units?

Proposed Process: Survey of teachers Analysis of test scores

Actual Process: same as above

Summary of Results: (Please attach supporting data.)

The attached survey was distributed at the conclusion of the CASAS pre/post testing session. Of the teachers answering the question: " Is the item analysis for the **pre** test utilized to develop remedial lessons for students based upon what they do and do not know", approximately 85% of the teachers said it was very helpful. 15% said the **pre** test analysis was moderately helpful. The second questions: "Is the item analysis for the **post** test utilized to develop remedial competency units based upon what students do and do not know", those who said the **pre** test was helpful were the same staff members who designated that the **post** test results were helpful. Four of the 45 teachers polled indicated that the **post** test analysis was a waste of time. After several false directions, it was finally discovered that teachers felt the CASAS tests pre tested and post tested different materials. (We are still using field test items. So that when units were emphasized after the pre test, similar questions **were not asked onthe post test.** Therefore they felt like the item analysis was a waste of time.

Other effects:

Name: ____________________

CASAS EVALUATION QUESTIONS

Please complete and return to C. Cross no later than Friday of this week. Thank you in advance for your help.

El Monte High teachers should return this form to office by Thurs.

Mark one answer per category.

1. Is the item analysis for the PRE test utilized to develop remedial lessons for students based upon what they do and do not know.
   a. Yes, I find it very helpful
   b. I find the analysis moderately helpful depending upon the skills of my students
   c. No, it is not helpful and a waste of time

2. Is the item analysis for the POST test utilized to develop remedial competency units based upon what students do and do not know.
   a. Yes, it is helpful even with the POST test results
   b. Moderately helpful at this point
   c. No, it is not helpful and a waste of time

3. What percentage of your lessons are pre-developed from materials found in the resource area.
   a.10% for less
   b. 11-25%
   c. 26-50%
   d. 51-75%
   e. 76-100%

4. What percentage of your lessons are developed from materials you create.
   a. 10% or less
   b. 11-25%
   c. 26-50%
   d. 51-75%
   e. 76-100%

5. How many times per week do you check out materials or enter the resource area for zeroxing materials.
   a. 1-2 times
   b. 3-4 times
   c. 5-6 times
   d. 7-8 times

Following are three examples of the ITEM ANALYSIS given to each teach who administers the pre and the post CASAS test

ITEM ANALYSIS

FORM C6 (tests taken with an average score of)

IMPORTANT INFORMATION: BE AWARE THESE RESULTS REFLECT THE NUMBER INCORREC The answer sheet you receive with the student's name has a score at the bottom which is the number that student has correct on that paper. DO NOT CONFUSE THE TWO SCORES!

FORM C6

incorrect

1. Use library sources, indexes
2. Same
3. Interpret telephone billings
4. Same
5. Interpret job ads
6. Same
7. Complete short for of income tax
8. Same
9. Interpret classified ads to locate housing
10. Same
11. Interpret social security applications
12. Same
13. Health problems related to drugs; where to get help
14. Interpret product label warnings
15. Prepare job applications or resumes
16. Same
17. Interpret transportation schedules and fares
18. Same
19. Interpret information in newspapers, publications
20. Same
21. Apply first aid in emergencies
22. Same
23. Interpret union agreements and contracts
24. Same
25. Interpret ads, labels, best buys for goods
26. Compute discounts
27. Obtain housing utilities
28. Same
29. Interpret medicine labels, side effects
30. Same
31. Postal service forms and their uses
32. Same
33. Interpret signs, follow directions in directories
34. Same
35. Interpret common legal forms
36. Same
37. Interpret laws affecting door to door sales
38. Same
39. Interpret Immunization requirements
40. Same
41. Interpret tax tables
42. Same

ITEM ANALYSIS

FORM B3 (tests administered with an average score of   )

IMPORTANT NOTICE: BE AWARE THESE RESULTS REFLECT THE NUMBER INCORRECT. The answer sheet you receive with the student's name has a score at the bottom which is the number that student has correct on that paper. DO NOT CONFUSE THE TWO SCORES!

FORM B3

incorrect

1. Address letters
2. Same
3. Count and convert coins and currency
4. Same
5. How to read transportation schedules
6. Same
7. Read and follow directions on signs
8. Same
9. Same
10. Interpret directions found on maps
11. Same
12. Interpret product labels, warnings and signs
13. Same
14. How to fill out health forms
15. Same
16. How to fill out health forms
17. Same
18. Complete employment applications
19. Same
20. Interpret newspaper ads
21. Same
22. How to use the telephone directory
23. Same
24. How to read and interpret job ads
25. Same
26. Read and interpret consumer products
27. Same
28. Interpret information found in newspapers
29. Same
30. Following directions on medicine labels
31. Same

ITEM ANALYSIS

FORM A2 (tests administered with an average score of)

IMPORTANT NOTE: BE AWARE THESE RESULTS REFLECT THE NUMBER INCORRECT The answer sheet you receive with the student's name has a score at the bottom which is the number that student has correct on that paper. DO NOT CONFUSE THE TWO SCORES!

FORM A2

incorrect

1. Select and compute length, height, volume
2. Identify the months of the year.
3. Count coins and currency
4. Read, interpret signs and directories
5. Interpret temperatures
6. Interpret clock time
7. Interpret medicine labels and side effects
8. Use English and Metric systems
9. Interpret information found in newspapers, periodicals
10. Same
11. Ask for and give directions
12. Same
13. Interpret wages, deductions, benefits
14. Same
15. Fill out medical health history forms
16. Interpret job ads
17. Interpret transportation schedules
18. Address envelopes
19. Identify and use forms with banking services
20. Same
21. Interpret ads, labels, best buys for goods
22. Same
23. Prepare job applications and resumes.

CASAS

Comprehensive Adult Student Assessment System

Agency: Fairfield-Suisun

Contact Person: Elizabeth Knight

Evaluation Question: How can we better assess student life skills reading progress on a continuing basis?

Proposed Process: Analysis of student survey achievement results at 100 hour, 400 hour, and 700 hour intervals (student gains)

Actual Process: Students were given survey achievement tests at 100 and 300 hours. Only 15 of 44 students retested at 100 hours remained for testing at 300 hours. We did not feel this small sample was productive enough to continue testing at 700 hours as proposed.

Summary of Results: (Please attach supporting data.)

We did not feel results were at all conclusive. Of the 15 students who completed 300 hour testing 10 increased their scale scores an average of 11.8, while the 5 who went down decreased an average of 8.8 points. (See attached data.

Other effects:

We also did not feel that a survey reading test was useful for testing lifeskills reading. The same reading lifeskills were not necessarily retaught in the time period between tests.

3249 Fordham Street • San Diego, CA 92110 • (619) 230-2975

San Diego Community College District Foundation, Inc.

CASAS

Comprehensive Adult Student Assessment System

Agency: Kern

Contact Person: Letitia Thompson

Evaluation Question: What methods best serve this agency in evaluating the impact of selected life skills competencies upon students and the measurement of competencies in these areas?

Proposed Process: Analysis of CASAS pre-post test data for selected competencies Comparison with existing curriculum

Actual Process; An analysis of the level C Reading Pre-tests and Post-tests was made for a selected competency: 1.7.1 [interpreting warrantees]. Thirty-five pre and post tests were available for analysis.

Summary of Results: (Please attach supporting data.)

There was no significant improvement in post-test scores concerning the selected competency. A committee of ESL and ABE instructors and administrators met to discuss the instructional methods used and the curriculum with the goal of improving student scores.

Other effects:

CASAS

Comprehensive Adult Student Assessment System

Agency: Montebello Adult School

Contact Person: Lillian Sacco

Evaluation Question: How many students participated in the CASAS testing program during 1986-87 that had accurate paired data test scores?

Proposed Process: Analysis of paired data scores that fell in the accurate range over two years

Actual Process:

Montebello Adult Education administers the CASAS Survey Achievement Pre and Post Tests to all of the ABE/ESL classes in our District. We include our evening classes as well as our day classes. Furthermore, all of the students that attend our 20+ neighborhood sites take the tests. We administer the Survey Achievement Tests District wide in order to reinforce our commitment to a life skills competency based curriculum. We tested 2,807 students during the 1986-1987 school year.

Summary of Results: (Please attach supporting data.)

Many of our students "topped out" on the pre test and were given the next level post test. Also our accelerated transfer/promotion policy sometimes makes it difficult to track students for the post test.

However, from the total number of students that were administered the pre and post tests during the 1986-1987 school year, a total of 493 students had accurate paired data test scores:

89 students - Level A Test, Forms 21 and 22
174 students - Level B Test, Forms 23 and 24
230 students - Level C Test, Forms 25 and 26

Other effects:

However, up to the present, we have not had an adequate system for managing and evaluating the wealth of data from the Pre and Post Survey Achievement Tests. Therefore, we are taking steps to acquire and implement the CASAS Micro Management System (CMMS). With the system in place, we will be able to analyze and evaluate the data produced by the CASAS testing system.

CASAS

Comprehensive Adult Student Assessment System

Agency: Salinas

Contact Person: Sharon Miller

Evaluation Question: Is the CASAS Item Bank large enough to provide sufficient items for this agency to construct new tests or alter old ones?

Proposed Process: After construction/revision of tests 1) field test/evaluate results 2) analyse teacher feedback

Actual Process:

1. ESL Coordinator compared items on survey achievement tests A 21, B 23, & C 25 to Salinas course outlines. Found these correlations: 59% A; 86% B; 87% C. When objectives considered crucial were considered we found correlations dropped to 38% A; 50% B; 18% C. (See attached)
2. Staff was asked to recommend which items to replace.

Summary of Results: (Please attach supporting data.)

1. Surprisingly enough, staff did not select any items for replacement despite the low correlation of tests to local curriculum.
2. Coordinator looked at Item Bank anyway to judge feasability of substitution of same difficulty items.
3. These problems surfaced:
    a. Confusion at finding that difficulty levels for some items had changed when updated items were incorporated. Example: 4.1.6 is a crucial competency at the beginning level in Salinas.

Other Findings:

Old item bank	New item bank
416301 = DL 203	416301 = DL 206
416302 = DL 206	416302 = DL 209

    Should we use old or new difficulty levels for substitution?
    b. DL's for test items on A 21-C26 are not readily available to facilitate substitution.
    c. There is no easy - to - use list of items in the Item Bank arranged by difficulty level (i.e. easiest to hardest).
    d. On levels B and C there are usually 2 items for each display. Because of the limited numbers of items for each display in the item bank, it is unlikely that a display for a higher priority competency can be found with items of the exact same difficulty levels as the display to be replaced.

Example: 2.2.2 is on the B 23 test but is not on the Salinas intermediate course outline. Looking in the item bank we find question 9 is 222413 with DL 197; question 10 is 222412 with DL 201.

At the same time, 5.3.5 is a crucial intermediate competency in Salinas, but is not on the B 23 test. Looking in the item bank under 5.3.5, we find one item at 201 (535108), but nothing at 197. Consequently we must choose another competency to provide our DL 197 exact DL substitution, which means another display and a longer, thus probably more difficult, test.

e. The CASAS item bank is not yet large enough nor easy enough to use to make customizing (with exact DL substitution) practical.

OTHER EFFECTS:

1. Teachers accepted the survey achievement tests without complaint after they had first been given an opportunity to change/revise them.
2. The coordinator is disappointed that one of the original attractions to CASAS-that tests would measure what had been taught-is not yet a reality for the mandated survey achievement tests.

CAL[redacted]NIA [redacted]LT [redacted]ENT [redacted]SESS[redacted]T S[redacted]M ([redacted]S)

Correlation of
CASAS Survey Achievement tests
with Salinas' objectives

TEST CONTENT BY ITEM

LEVEL A - FORM 21

ITEM	CONTENT AREA*	CODE	TASK+	THE STUDENT WILL BE ABLE TO DEMONSTRATE THE ABILITY TO:
* 1.	C.R.	2.3.1.	5	Interpret clock time
* 2.	C.R.	2.3.1.	5	Interpret clock time
3.	C.R.	2.2.2.	4	Recognize and use signs related to transportation (see also 1.9.1.)
4.	O.K.	4.1.2.	1	Interpret job applications, resumes, and letters of application
5.	C.E.	1.7.3.	5	Interpret operating instructions, directions, or labels for consumer products (see also 3.4.1.)
6.	C.E.	1.6.1.	4	Interpret food packaging labels (see also 3.5.1.)
7.	C.E.	1.3.6.	4	Use coin operated machines
* 8.	C.E.	1.7.2.	4	Interpret clothing labels
* 9.	C.R.	2.3.2.	2	Identify the months of the year and the days of the week
* 10.	H.E.	~~3.3.2.~~ 2.3.1	3	Identify and use necessary medications (see also $\boxed{3.3.1.}$ and 3.4.1.)
11.	C.R.	2.5.4.	4	Read, interpret, and follow directions found on signs and directories (see also 1.3.7.)
* 12.	H.E.	3.3.1.	3	Identify and use necessary medications (see also 3.3.2. and 3.3.3.)
* 13.	H.E.	3.1.2.	2	Identify information necessary to make or keep medical and dental appointments
✓ 14.	C.E.	1.1.5.	5	Interpret temperatures
* 15.	C.R.	2.2.1.	2	Ask for, give, follow, or clarify directions
16.	C.R.	2.5.4.	4	Read, interpret, and follow directions found on signs and directories (see also 1.3.7.)
* 17.	O.K.	4.3.1.	4	Interpret safety signs found in places of employment and public buildings
18.	C.R.	2.2.2.	4	Recognize and use signs related to transportation (see also 1.9.1.)
✓ 19.	O.K.	4.1.4.	4	Identify and use information about training opportunities (see also 2.5.5.) different title
✓ 20.	C.R.	2.2.4.	2	Interpret transportation schedules and fares
✓ 21.	C.E.	1.3.4.	1	Use catalogs, order forms, and related information to purchase goods and services
✓ 22.	C.E.	1.3.4.	1	Use catalogs, order forms, and related information to purchase goods and services
23.	C.E.	1.2.1.	4	Interpret advertisements, labels, or charts to select goods and services
24.	C.R.	2.6.1.	4	Interpret information about recreational and entertainment facilities and activities

14/24 on Salinas beg course outline = 59%
9/24 crucial on Sal. beg. course outline = 3 %

* C.E.-Consumer Economics; C.R.-Community Resources; H.-Health; O.K.-Occupational Knowledge; G.L.-Government and Law + TASK 1) Fill-in-the blank; 2) Charts, maps, consumer billings, matrices, graphs or tables; 3) Stories, articles, paragraphs, sentences, directions or pictures; 4) Signs, price tags, advertisements or product labels; 5) Measurement scales or diagrams; 6) Selection of correct picture or aural response from oral cue.

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM (CASAS)

TEST CONTENT BY ITEM

LEVEL B - FORM 23

ITEM	CONTENT AREA*	CODE	TASK†	THE STUDENT WILL BE ABLE TO DEMONSTRATE THE ABILITY TO:
Beg 1.	C.R.	2.3.1.	5	Interpret clock time
✓ 2.	C.R.	2.5.4.	4	Read, interpret, and follow directions found on signs and directories (see also 1.3.7.)
+ 3.	O.K.	4.2.1.	2	Interpret wages, wage deductions and benefits, including wage informational charts, pamphlets, and forms
+ 4.	O.K.	4.2.1.	2	Interpret wages, wage deductions and benefits, including wage informational charts, pamphlets, and forms
+ 5.	C.R.	2.2.1.	2	Ask for, give, follow, or clarify directions
+ 6.	C.R.	2.2.1.	2	Ask for, give, follow, or clarify directions
+ 7.	C.E.	~~1.8.2.~~ 1.8.1	1	Interpret the procedures and forms associated with banking services (also 1.8.1)
+ 8.	C.E.	~~1.8.2.~~ 1.8.1	1	Interpret the procedures and forms associated with banking services (also 1.8.1)
9.	C.R.	2.2.2.	4	Recognize and use signs related to transportation
10.	C.R.	2.2.2.	4	Recognize and use signs related to transportation
11.	H.E.	3.2.2.	2	Interpret immunization requirements
12.	H.E.	3.2.2.	2	Interpret immunization requirements
+ 13.	H.E.	3.3.2.	3	Interpret medicine labels (see also 3.3.1. and 3.4.1.)
+ 14.	H.E.	3.3.2.	3	Interpret medicine labels (see alos 3.3.1. and 3.4.1.)
✓ 15.	C.E.	1.1.7.	5	Interpret product container weight and volume
✓ 16.	C.E.	1.1.7.	5	Interpret product container weight and volume
✓ 17.	O.K.	4.3.1.	4	Interpret safety signs found in places of employment and public buildings
✓ 18.	O.K.	4.3.1.	4	Interpret safety signs found in places of employment and public buildings
+ 19.	C.E.	~~1.4.1.~~ 1.4.2	2	Identify different kinds of housing (see also 1.4.2.)
+ 20.	C.E.	~~1.4.1.~~ 1.4.2	2	Identify different kinds of housing (see also 1.4.2.)
+ 21.	C.R.	~~2.2.5.~~ 1.9.4	2	Use maps relating to travel needs (see also 1.9.4.)
+ 22.	C.R.	~~2.2.5.~~ 1.9.4	2	Use maps relating to travel needs (see also 1.9.4.)
+ 23.	H.E.	3.2.1.	1	Fill out medical health history forms
+ 24.	H.E.	3.2.1.	1	Fill out medical health history forms
Beg 25.	C.R.	2.3.1.	5	Interpret clock time
Beg 26.	C.R.	2.3.1.	5	Interpret clock time
+ 27.	O.K.	4.1.4.	4	Identify and use sources of information about job opportunities such as job descriptions and job ads
+ 28.	O.K.	4.1.4.	4	Identify and use sources of information about job opportunities such as job descriptions and job ads
✓ 29.	C.E.	1.6.1.	4	Interpret food packaging labels (see also 3.5.1.)
✓ 30.	C.E.	1.6.1.	4	Interpret food packaging labels (see also 3.5.1.)
✓ 31.	C.R.	2.4.3.	1	Interpret postal service forms
✓ 32.	C.R.	2.4.3.	1	Interpret postal service forms

28/32 on Salinas int. (or beg.) course outline = 88%
16/32 crucial on Sal. int course outline = 50%

* C.E.-Consumer Economics; C.R.-Community Resources; H.-Health; O.K.-Occupational Knowledge; G.L.-Government and Law † TASK 1) Fill-in-the-blank; 2) Charts, maps, consumer billings, matrices, graphs or tables; 3) Stories, articles, paragraphs, sentences, directions or pictures; 4) Signs, price tags, advertisements or product labels; 5) Measurement scales or diagrams; 6) Selection of correct picture or aural response from oral cue.

[redacted] [redacted] [redacted] [redacted] [redacted] [redacted]ALI[redacted]A A[redacted]T S[redacted]NT [redacted]ESSM[redacted] SY[redacted] (C[redacted]) [redacted] [redacted] [redacted] [redacted] [redacted] [redacted]

TEST CONTENT BY ITEM

LEVEL C - FORM 25

ITEM	CONTENT AREA*	CODE	TASK+	THE STUDENT WILL BE ABLE TO DEMONSTRATE THE ABILITY TO:
int. 1.	H.E.	3.4.3.	3	Interpret procedures for simple first-aid
int. 2.	H.E.	3.4.3.	3	Interpret procedures for simple first-aid
int. 3.	C.E.	1.9.2.	3	Identify regulations and procedures to obtain a driver's license (see also 2.5.7.)
int. 4.	C.E.	1.9.2.	3	Identify regulations and procedures to obtain a driver's license (see also 2.5.7.)
✓ 5.	O.K.	4.2.3.	3	Interpret employment contracts and union agreements
✓ 6.	O.K.	4.2.3.	3	Interpret employment contracts and union agreements
bkg. 7.	C.E.	1.3.4.	4	Use catalogs, order forms, and related information to purchase goods and services
bkg. 8.	C.E.	1.3.4.	4	Use catalogs, order forms, and related information to purchase goods and services
* 9.	H.E.	~~3.3.1.~~ 3.3.2	3	Identify and use necessary medications (see also 3.3.2. and 3.3.3.)
* 10.	H.E.	~~3.3.1.~~ 3.3.2	3	Identify and use necessary medications (see also 3.3.2. and 3.3.3.)
* 11.	O.K.	4.1.3.	2	Identify and use sources of information about job opportunities such as job descriptions and job ads
bkg. 12.	C.E.	1.3.4.	2	Use catalogs, order forms, and related information to purchase goods and services
bkg. 13.	C.E.	1.3.4.	2	Use catalogs, order forms, and related information to purchase goods and services
✓ 14.	G.L.	5.3.4.	3	Interpret laws affecting door-to-door sales
✓ 15.	G.L.	5.3.4.	3	Interpret laws affecting door-to-door sales
* 16.	H.E.	3.3.2.	3	Interpret medicine labels (see also 3.3.1. and 3.4.1.)
* 17.	H.E.	3.3.2.	3	Interpret medicine labels (see also 3.3.1. and 3.4.1.)
✓ 18.	H.E.	3.5.1.	4	Interpret nutritional and related information listed on food labels (see also 1.6.1.)
✓ 19.	H.E.	3.5.1.	4	Interpret nuritional and related information listed on food labels (see also 1.6.1.)
✓ 20.	H.E.	1.6.2.	3	Identify consumer protection resources available when confronted with fraudulent tactics
✓ 21.	H.E.	1.6.2.	3	Identify consumer protection resources available when confronted with fraudulent tactics
22.	O.K.	4.2.4.	3	Interpret employee handbooks
23.	O.K.	4.2.4.	3	Interpret employee handbooks
* 24.	C.R.	2.5.8.	3	Interpret information found in newspapers, periodicals, business letters, pamphlets, and publications (see also 1.2.1., 1.4.2. and 4.1.4.)
* 25.	C.R.	2.5.8.	3	Interpret information found in newspapers, periodicals, business letters, pamphlets, and publications (see also 1.2.1., 1.4.2. and 4.1.4.)
int. 26.	C.E.	1.3.1.	2	Compare different methods used to purchase goods and services
int. 27.	C.E.	1.3.1.	2	Compare different methods used to purchase goods and services
28.	C.R.	2.4.5.	3	Identify the process for tracing a lost letter or parcel
29.	C.R.	2.4.5.	3	Identify the process for tracing a lost letter or parcel
✓ 30.	C.E.	1.8.3.	2	Interpret interest or interpret interest-earning savings plans
✓ 31.	C.E.	1.8.3.	2	Interpret interest or interpret interest-earning savings plans
32.	C.E.	1.1.4.	5	Select, compute, or interpret appropriate measurements for length, width, perimeter, area, volume, height, or weight
int. 33.	C.E.	1.1.1.	3	Interpret recipes
✓ 34.	O.K.	4.3.4.	1	Identify procedures for reporting job hazards and job related accidents, injuries, and damages
✓ 35.	G.L.	5.4.3.	2	Interpret tax tables (see also 5.4.1. and 5.4.2.)
✓ 36.	G.L.	5.4.3.	2	Interpret tax tables (see also 5.4.1. and 5.4.2.)
int. 37.	C.E.	1.9.6.	5	Interpret information related to automobile maintenance
bkg/ int. 38.	C.E.	1.1.2.	3	Use the English and Metric system

33/38 on Sal. course outlines = 87%

7/38 crucial on Sal. adv. course outline = 18%

* C.E.-Consumer Economics; C.R.-Community Resources; H.-Health; O.K.-Occupational Knowledge; G.L.-Government and Law + TASK 1) Fill-in-the-blank; 2) Charts, maps, consumer billings, matrices, graphs or tables; 3) Stories, articles, paragraphs, sentences, directions or pictures; 4) Signs, price tags, advertisements or product labels; 5) Measurement scales or diagrams; 6) Selection of correct picture or aural response from oral cue.

CASAS

Comprehensive Adult Student Assessment System

Agency: Salinas Adult School

Contact Person: Sharon Miller

Evaluation Question: Are the L 51-56 Listening Tests accurate across levels?

Proposed Process: Compare results of students pre and post tested on same level with those who changed levels.

Actual Process:
All the ESL students in the adult school were given L 51, L 53 or L 55 test in the spring of '87. They were post-tested on the alternate form after 100 hours of instruction.

SUMMARY OF RESULTS: (Please attach supporting data.) Attached

Students who post-tested on the same level showed gains at the A & B levels, but not at the C. (A=47 students, average gain +4.7; B=52 students, average gain +3.77; C=18 students, average gain -0.11). Students who took a different test level at post test did not show gains. Of 8 students in this category, 1 made gains and 7 regressed. Average = -5.4. Especially disturbing--Students who were tested on one level and retested a day later on another level showed a wide discrepancy in scale scores. Eliminating those who had topped out on the pre-test, we find 26 students who retested whithin 24 hours on another form of the test (1, L52-54; 2, L54-56; 21, L51-53; 2, L53-55), for an average difference in scale scores between test forms of 7.61. When we are talking about average gains between pre and post tests of only 3-5 scale score difference, a 7+ difference on test form results can be devastating to morale.

Recommendations:
1. The linkages between different listening test levels be reviewed.
2. Re-examine degree of parallel difficulty between L55 and L56. Perhaps ESL students at C level don't make dramatic gains in listening, or perhaps Salinas' sample was too small. But we would like to be able to demonstrate gains at all levels.

OTHER EFFECTS: New 1 page CASAS report forms--easy for teacher use--were developed, (attached).

CASAS REPORT

DATE ____________

TEACHER ____________

CLASS ____________

Student Name (Last, First Middle)	# Correct
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	
21.	
22.	
23.	
24.	
25.	
26.	
27.	
28.	
29.	
30.	
31.	
32.	
33.	
34.	
35.	

average =

LEVEL C - FORM L56

# students who missed this item	ITEM	CODE	THE STUDENT WILL BE ABLE TO DEMONSTRATE THE ABILITY TO
	1	1.8.3.	Maintain a savings account
	2	2.2.1.	Follow walking directions
	3	4.4.5.	Follow on-the-job instructions
	4	1.3.7.	Follow directions
	5	2.2.1.	Follow street directions
	6	4.4.5.	Communicate on the job
	7	1.9.8.	Communicate car insurance information
	8	1.9.2.	Obtain a driver's permit
	9	5.3.1.	Protect one's legal rights
	10	4.2.1.	Communicate about benefits
	11	3.3.1.	Follow medicine instructions
	12	4.3.1.	Follow on-the-job safety instructions
	13	2.1.7.	Take telephone messages
	14	4.2.1.	Interpret paychecks
	15	1.3.7.	Locate food in store
	16	5.3.5.	Interpret information about traffic tickets
	17	2.6.1.	Communicate information regarding entertainment
	18	2.1.5.	Send a telegram
	19	2.1.4.	Communicate a telephone billing problem
	20	1.4.5.	Interpret housing regulations
	21	1.9.6.	Communicate automobile maintenance problems
	22	1.8.1.	Open a checking account
	23	3.1.1.	Interpret medical information
	24	5.1.0.	Obtain voting information
	25	2.0.0.	Interpret information regarding a store's hours,etc., via a recording

CASAS

Comprehensive Adult Student Assessment System

Agency: SDCCD

Contact Person: Leann Howard

Evaluation Question: What is the correlation between student performance levels and CASAS pre/post achievement scores district wide?

Proposed Process: Survey of SPL as perceived by teachers/Comparison with CASAS pre/post test scores/Comparison with previous year's test results

Actual Process: PLEASE SEE ATTACHED

Summary of Results: (Please attach supporting data.)

Other effects:

3249 Fordham Street • San Diego, CA 92110 • (619) 230-2975

San Diego Community College District Foundation, Inc.

CASAS Final Report
Continuing Education
San Diego Community College District

Evaluation Question: What is the correlation between student performance levels and CASAS pre/post achievement scores district-wide?

Actual Process:

Twenty-three instructors representing stable single-level ESL classes from five continuing education centers were surveyed. Given descriptions of Student Performance Levels (SPL), they were asked to indicate their perceptions of their students' listening, speaking and reading levels. They were also asked to label their class level using district designations of beginning, intermediate or advanced.

Instructors' perceptions of these levels were compared with each class's testing level on the CASAS pre-test. The SPL levels and the CASAS pre-test scores were compared to see if there was consistency in scores with the SPL's.

Summary of Results:

When the SPL's were correlated with the previous testing levels, the following was true:

1. 11 out of 23 classes had consistency between the Speaking SPL identified and at least one testing level (listening or reading) Example: If a teacher said her students were a level 4 in speaking, her students were also a level 4 according to the CASAS test scores in listening or reading.
2. 8 out of 22 classes had consistency between the listening SPL and the listening test level according to CASAS test scores.
3. 6 out of 22 classes had consistency between the reading SPL identified and the reading testing level according to CASAS scores.

15 out of 23 teachers had consistency in at least one category (speaking, listening, or reading).

When questioned about the SPL's in speaking, reading and listening, the teachers almost always listed higher SPL's for listening than for speaking. 15 out of 23 so stated. This explains why teachers often complain that the listening test scores don't always predict a student's level in conversation, especially with Hispanic students.

It is interesting to note that teachers who listed SPL's 4 and 5 identified their classes as high beginning. Teachers who call their classes beginning often listed SPL's of 3. Conclusion: The correlation of SPL's and titles might be as follows:

Levels 1 & 2 - Orientation/Low Beginning

Level 3 - Beginning

Level 4 - High Beginning

Levels 5 & 6 - Intermediate

Levels 7 & 8 - Advanced

Other Effects

Fifteen out of twenty-three instructors stated that their reading levels according to the SPL's were higher than the reading level assigned to the class according to the CASAS cut-off scores established last year.

In listening only 9 out of 23 listed higher SPL's than the listening levels according to the test scores. (When reading cut-offs are lowered to the test scores.) When reading cut-offs are lowered to coincide with listening cut-offs, the consistency between reading SPL's and reading scores goes up (10 of 22 are consistent rather than 6 of 22).

Based on the above results, the following recommendations will be made to insure more consistency between what instructors label their classes (SPL's) and their class's average CASAS achievement scores:

1. Use the cut-off scores for listening to identify levels
2. Reading level cut-off should be lowered, especially after level 5.

New Cut-Off Scores		Old Cut-Off Scores	
		Listening	Reading
Level 1 -	165-185	165-185	165-185
Level 2 -	186-190	186-190	186-190
Level 3 -	191-196	191-196	191-200
Level 4 -	197-205	197-205	201-208
Level 5 -	206-210	206-210	209-216
Level 6 -	211-216	211-216	217-223
Level 7 -	217-225	217-225	224-231
Level 8 -	226+	226+	232+

CASAS Scores Vs. SPL'S

(A Sample Study)

Procedure

23 teachers representing stable single level ESL classes from 5 different centers in the district were given the Student Performance Level descriptions (See attached) and asked to assess the listening, reading, and speaking levels of their students according to the narrative descriptions. (See attached questionaire) They were also asked to label their class level as it is called in the district (beginning, Inter., etc).

These levels were then compared with each class's testing level as established by the cut offs tied to the average achievement scores on the CASAS pre- tests. (See chart of level cut offs attached) The SPL levels and the CASAS pre-test scores were compared also to see if there was consistency in scores with the SPL's.

Conclusions

1) When the SPL's were correlated with the previous testing levels, the following was true:

   a) 11 out of 23 classes had consistency between the Speaking SPL identified and at least one testing level (listening or reading) Example: If a teacher said her students were a level 4 in speaking, her students also were a level 4 according to the CASAS test scores in listening or reading.

   b) 8 out of 22 classes had consistency between the listening SPL and the listening test level according to CASAS scores.

   c) 6 out of 22 classes had consistency between the reading SPL identified and the reading testing level according to CASAS scores.

   15 out of 23 teachers had consistency in at least one category (speaking, listening, or reading)

2) It is interesting to note that 15 out of 23 teachers stated that their reading levels according to the SPL's were higher than the reading level assigned to the class according to the CASAS test score cut offs established last year.

   In listening, only 9 out of 23 listed higher SPL's than the listening levels according to the test scores.

   Conclusion: Perhaps, the reading level cut offs established last year are a little high and should be lowered somewhat, especially after level 5. When I lowered the reading cut offs to be the same as the listening cut offs, the consistency between the reading SPL's and the reading scores goes up (10 out of 22 are consistent instead of 6 out of 22 with the new cut offs)

3) **When questioned about the SPL's in speaking, reading and listening, the teachers almost always listed higher SPL's for listening than for speaking. 15 out of 23 so stated.** This explains why teachers often complain that the listening test scores don't always predict a student's level in conversation, especially with Hispanic students.

4) It is interesting to note that teachers who listed SPL's 4 and 5 identified their classes as high beginning. Teachers who call their classes beginning often listed SPL's of 3. Conclusion: The correlation of SPL's and titles might be as follows:

Levels 1- 2 = Orientation/ Low beginning

Level 3 - Beginning

Level 4 - High Beginning

Levels 5-6 Intermediate

Levels 7-8 Advanced

5) Recommendations

a) Up to now, we have been using two cut off charts for levels, one for listening and one for reading. Given the above data, we could use only the listening chart and get more consistency between what teachers call their levels (SPL'S) and what the average achievement scores are from CASAS listening and reading tests. That chart is as follows:

Level 1 - 165 - 185

Level 2 - 186 - 190

Level 3 - 191 - 196

Level 4 - 197 - 205

Level 5 - 206 - 210

Level 6 - 211 - 216

Level 7 - 217 - 225

Level 8 - 226 +

(The old charts are attached)

CASAS SCORES VS. SPL'S

FAll Semester 1986

Teacher	Site	Listening SPL	Reading SPL	Speaking SPL	Title of class
Lam	Kearny	3	2	2	Low Beg.
Stromberg	Centre City	3	5	2	Low Beg./Beg.
Thatcher	Centre City	3	2	2-3	Low Beg./Beg.
Fuller	Harbor View	2-3	2	?	Beg.
Sauvajot	Centre City	3	4	2	Beg.
Bundy	ESD	3	4	2	High Beg.
Rosselli	Centre City	3-4	1-3	2-4	Beg./ High Beg.
May	Centre City	4	4	4	High Beg.
Krieger	Harbor View	4	5	4	High Beg.
Hamlin	Midway	6	5	4	High BEg.
Woitovich	ESD	5	4	4	High Beg.
McGee	ESD	4	4	3-4	High Beg.
Hampson	Kearny	5	5	4	High Beg.
Smith	Centre City	4	4-5	4	HIgh Beg./ Inter.
Johansen	ESD	3-4-5	5-6	3-4-5	High Beg./ Inter
Alexander	Kearny	6	6	5	Inter.
Landin	Kearny	5	6	5	Inter.
Gianola	Midway	7	8	6	Inter.
Schwartz	Harbor View	7	7	5	High Inter.
Martinez	ESD	8	8	7	High Inter. / Low Advanced
Woody	Harbor View	7	7	7	Low Advanced
Walker	ESD	7	6+	6+	Low Advanced
Fernandes	Midway	7	8		Advanced

CASAS SCORES VS. SPL'S

The following Teachers identified the Speaking Level in their classes as the following Student Performance Levels. The listening and reading levels according to their CASAS scores are listed under their names. The circled names indicate that there was agreement between the speaking SPL level and at least one of the testing levels.

SPL 1

SPL 2

Thatcher
L-5
R-5

Bundy
L-3
R-2

Lam
L-3
R-X

Stromberg
L-4
R-5

Roselli
L-1
R-1

Sauvajot
L-3
R-3

SPL 3

Johansen
L-3
R-3

SPL 4

Hampson
L-3
R-3

Smith, E
L-4
R-5

McGee
L-4
R-4

Woitovich
L-6
R-4

Hamlin
L-5
R-4

Krieger
L-4
R-5

May
L-6
R-6

SPL 5

Landin
L-5
R- 4+

Alexander
L-5
R-4

Schwartz
L-4
R-6

SPL 6

Walker
L-5
R-5

Gianola
L-6
R-5

SPL 7

Martinez
L-6
R-6

Woody
L-6
R-7

SPL 8

Fernandes
L-X
R-7

CASAS SCORES VS. SPL'S

The following teachers identified the reading level in their classes as the following Student Performance Levels. The actual reading achievement score and the level test are listed under the teacher's name. The circled names indicate that the SPL level agreed with the reading level according to the cut off scores established last year.

SPL 1	SPL 2	SPL 3	SPL 4	SPL 5	SPL 6	SPL 7	SPL 8
Roselli A-179.09	Lam X		McGee A-204.7	Hamlin A-203.28	Landin B-208.5	Woody C-226.31	Fernandes C-229.02
	Thatcher A-210.72		Bundy A-186.65	Johansen B-199.01	Alexander B-205.16	Schwartz B-217.23	Gianola B-214.66
			Sauvajot A-193.07	Krieger B-211.46	Walker C-213.75		Martinez C-222.86
			May A-219.42	Stromberg A-199.61			
			Smith,E ←→ A-213.5	Hampson A-191.30			
			Woitovich B-207.49				

⬚ = Agreement that occurs when the reading cut offs are changed to match the listening cut offs.

CASAS SCORES VS. SPL'S

The following teachers identified the listening level in their classes as the following Student performance levels. The actual listening achievement score and the level test are listed under the teacher's name. The circled names indicate that the SPL level agreed with the listening level according to the cut offs established last year.

SPL 1	SPL 2	SPL 3	SPL 4	SPL 5	SPL 6	SPL 7	SPL 8
		Lam A-194.09	McGee B -203.49	Landin B-206.59	Alexander B - 210.3	Fernandes X	Martinez C-212.97
		Bundy A-193.23	Johansen B- 192.17	Woitovich B - 212,78	Hamlin A - 208.61	Gianola B-211.89	
		Stromberg A-197.62	Krieger B -203.8	Hampson B -193.66		Walker C-210.38	
		Roselli A-175.48	May A - 216.03			Woody C-213.33	
		Sauvajot A-195.76	Smith, E A-203.55			Schwartz B-204.5	
		Thatcher A-209.62					
		Johansen B-192.17					

November, 1986

Dear Instructor:

Last year we assigned CASAS achievement score ranges as possible criteria for level distinctions within our district. We arrived at the score cut-offs by correlating student performance levels (See attached chart) with selected class average achievement scores in Listening and reading.

In order to validate the ranges of CASAS achievement scores for each SPL (student performance level), we need to collect the same data this year. Would you please take a minute to assist us in this task by filling out the questionaire below. Since we will be correlating this information with CASAS Pre-test scores, please consider the level of your class as it was in late September at the time of pre-testing.

- -

Teacher's Name ______________________ Site ______________________

1) In general, how would you label the level of your class ?

____Orientation
____Low Beginning
____Beginning
____High Beginning
____Low Intermediate
____Intermediate
____High Intermediate
____Low Advanced
____Advanced
____College Prep
____TOEFL Prep
____Multi-level ESL

2) According to the attached descriptions, how would you rate the level of the majority of your students according to their listening comprehension ?

Level ________
(1-10)

3) How would you rate the level of the majority of your students according to their reading ability ?

Level ________
(1-10)

4) How would you rate the level of the majority of your students according to their speaking ability (oral communication) ?

Level ________
(1-10)

Comments : ____

____

Thank you. Please return this form as soon as possible to your department chair. We will share the results of this study with you as soon as it is completed.

Old Cut - offs

Listening	MELT LEVEL	Reading
165 - 185	1	165 - 185
186 - 190	2	186 - 190
191 - 196	3	191 - 200
197 - 205	4	201 - 208
206 - 210	5	209 - 216
211 - 216	6	217 - 223
217 - 225	7	224 - 231
226 +	8 +	232 +

Comprehensive Adult Student Assessment System

Agency: SANTA CLARA ADULT EDUCATION CENTER

Contact Person: Bet Messmer

Evaluation Question: How are teachers using the results of the Survey Achievement Test?

Proposed Process: Survey teachers re how/if they currently utilize the results of Survey Achievement Test

Actual Process: Informed observation and questioning. Formal survey in February 1987 as part of our preparation for Sylvia Ramirez' and David Hemphill's CBAE Implementation research project. (Sylvia and David have the originals of the response sheets. I've included photo copies here)

Summary of Results: (Please attach supporting data.)
12 teachers responded, 7 of whom administered CASAS. Teachers report that they use the results of the CASAS Survey Achievement Test to:

1) plan curriculum and life skill activities (6)
2) assess student progress
3) assess teacher effectiveness
4) persuade students that they are ready to move up (or should stay at a level
5) ascertain a class's general level of knowledge prior to teaching a life skill(pre-tes
6) assist in determining when a student is ready to move up

Other effects:
Most of the teachers who actually administer the CASAS Survey Achievement Test indicated that they do use the results (6 of the 7), however the evening teachers (who only meet 6 hours per week) complain that testing takes valuable teaching time.

Int B - am - off site

ADULT EDUCATION CENTER
SANTA CLARA, CALIFORNIA

PLEASE RETURN TO BET BY MARCH 6 NAME Kathy Dang

STUDENT PROFILES

How do you gather data about your students' backgrounds (education, work, family), goals, interests, needs?, especially at the lower levels?

[✓ Goldenrod Student Profile Sheet]
My own form
[✓ Informal questions, oral] written
Other or comments

How do you manage/sort the data? Your experiences, techniques would be especially helpful here. Read, sort, tally

How does the information affect what/how you teach or sequence?
Yes - Prioritizing lifeskills lessons + other lessons in + in text; vocabulary items to be emphasized
syllabus field trips, discussions, activities chosen

COMPETENCIES

HOW DO YOU DETERMINE WHAT COMPETENCIES TO FOCUS ON?
a. text
b. blueprint
[✓ c.] check list/survey/questionnaire
[✓ d.] I observe what seems to interest my students
[✓ e.] I respond to requests from individuals in the class
[redacted] CASAS test results, when relevant
Comments

How do you find out what your students already know or understand about a topic before you teach it?

[redacted]

How do you give students feedback about their progress or competency attainment? Graded quizzes + homework, in-class exercises; oral feedback

Do you have techniques for involving your students in assessing their own progress? (Remember the ideas Joan, Lam, Judy, Chris and Bet shared at our Sept. in-service? Have you tried out or adapted any of them?)

How do you determine when a student is ready to move up?
[redacted]ores plus an obvious facility with all [illegible] and/or motivation to move up.

Do you ever find you need to "sell" your students on the idea of learning language in terms of life skills?

Yes

How has CBAE affected your teaching?

Made me feel I must wear "many hats" (i.e. career counse
consumer advocate, etc)

Your students' learning?

Opened class up to discussion of new vocab. items, but som
always feel "it's not English class."

Your students' ability to transfer skills learned in the classroom to their lives outside of class?

Difficult to trace due to the transciency of enrollment.

What do you feel are the "pros"?

Preparing students in cases of extreme emergencies where English is needed.

The "cons"?

Sometimes the lessons cast a pall over the class (i.e. lessons on crime prevention, etc) College-bound students feel it is beneath them (if too vocationally-orient

Are there areas you would like support in or staff development?

Dear Friends, there are a lot of questions here, if an answer doesn't come to mind readily, don't feel that you "must" come up with one, just move on to the next question and give us your answers that are bursting to get out in the sun. If you have developed forms or techniques to assist you in any of these areas, we would greatly appreciate your sharing them.

CASAS

Comprehensive Adult Student Assessment System

Agency: Tulare Adult School

Contact Person: Joetta Buenafe

Evaluation Question: Have a significant number of students shown growth over a period of time?

Proposed Process: Analysis of CASAS 1986-87 pre/post test data.

Actual Process: Growth was calculated by comparing scores on the pre/post survey achievement tests of students in the daytime ABE/ESL programs.

Summary of Results: (Please attach supporting data.)

By any measure of significance, most of the students showed growth between pre and post testing. The mean growth gain for beginning level ESL students was 7.2, with one student showing no growth. The mean growth gain for intermediate level ESL students was 8.06, with only four students showing no gain for a -2 mean. The advanced ESL students had a mean increase of 9, with only two students showing no gain and a mean of -2.5.

Other effects:

Process was effective in clarigying areas in which students attained the greatest growth and also in identifying areas of priority that needed additional instruction.

3249 Fordham Street • San Diego, CA 92110 • (619) 230-2975

San Diego Community College District Foundation, Inc.

Section IV

Staff Development

Comprehensive Adult Student Assessment System

Agency: Alhambra Adult School

Contact Person: Ben Noodleman, Jo Smith

Evaluation Question: Do the six newly trained CASAS managers feel that the training they received will make it possible for them to implement the CASAS successfully at their sites?

Proposed Process: A series of training sessions will be held throughout the years. Sessions will deal with administering placement, level exit, and survey achievement tests, and interpreting data.

Actual Process:

Three staff members coordinated survey achievement pre-post testing at their sites.
Three staff members participated in validation of beginning level exit tests.
All six participated in training sessions.

Summary of Results: (Please attach supporting data.)

All six participants reported that having complete sets of forms related to the survey achievement test (test administration directions, class pre-post record sheet, answer keys, raw score/scale score conversion) helped to coordinate testing at their sites. They were able to monitor testing easily and discussions related to testing provided opportunities to resolve difficulties before testing began.

Other effects:

More interest in developing ways to document competency.

More willingness to use information gained from survey achievement results to plan classroom instruction.

More interest in using placement and level exit tests.

Six (6) teachers participated in staff development sessions designed to train them to be CASAS managers for their sites.

Under the direction of the trainer they:

1. Examined the previously developed placement test and discussed how to use it at their sites.

2. Reviewed materials related to the CASAS pre-post testing and set up testing schedules for their sites.

3. Learned how to score tests and present results to teachers at their sites.

4. Reviewed pre-test results and set up post test schedules.

5. Discussed exit level tests and how to use them.

6. Evaluated training process.

Results of interviews with trainees indicate training helped to plan better at their sites. More meaningful discussions regarding placement and movement of students in program were held. Other teachers responded well to CASAS trainees instruction regarding use of CASAS tests.

CASAS

Comprehensive Adult Student Assessment System

Agency: Burbank Adult School

Contact Person: Kim Rhodes

Evaluation Question: Has the staff been further trained in the total competency-life skill based program?

Proposed Process: Inservice meetings, new course outlines, conference/workshop attendance.

Actual Process: See attached.

Summary of Results: (Please attach supporting data.)

Other effects:

ESL STAFF DEVELOPMENT
1986-87

DATE	ACTIVITY	# TEACHERS /AIDES	COST	RESULTS
9-12-86	ESL Staff Meeting 12:00-2:00 PM	15	$ 120	Los Angeles Times Reading-Promotion for Literacy Skills
✓ 10-10-87	ESL Fall Staff Meeting 6:30-9:30 PM	18	1,030	Review: Course Outlines Mid-Term Assesments/Goal Attainment Survey
10-15/16 -87	16 Hours two days	3	640	Develop CASAS HS Curriculum
3-3/4-87	CASAS San Diego	1	205	Develop CASAS Implementation
3-5/7 -87	CBAE San Diego Conference	1	292	Train the ABE Supervisor to do Staff Development
✓ 4-8-87	ES Spring Staff Meeting 6:30-9:30 PM	18	1,090	Review: CBAE Staff Dev Project DNAE Network CASAS program
✓ 4-30-87	ESL Staff Meeting 12:00-1:30 PM	6	100	Review CBAE Videos (Videos only)
4-21/23	TESOL Conference Florida	1	75	Updated about latest ESL Methods
6-23/26 -87	CASAS Summer Institute	2	1,051	Review of HS & ESL Curriculum in light of Life Skills
TOTALS	9 CONFERENCES	65	4,603	

CASAS

Comprehensive Adult Student Assessment System

Agency: Fremont Union (Sunnyvale)

Contact Person: MARY PEREIRA

Evaluation Question: Are staff knowledgeable and competent in administering pre/post tests?

Proposed Process: Pre/post test administered during inservice-analysis of results

Actual Process:

In-service was conducted by a previously trained instructor with eight years' experience. Before administration of the pre-test, teachers reviewed CASAS philosophy and test administration skills. The video "New to CASAS" was used to stimulate and then summarize the discussion. After administration of both the pre- and post-tests, sessions were held to analyze results and make decisions based on performance.

Summary of Results: (Please attach supporting data.)

A pre/post quiz (see attached copy) was administered to all attending teachers. By the post-test, the lowest score of any teacher was 10/12 correct.

Other effects:

The meetings served as a reinforcement of our competency-based direction.

PRE/POST TEST
ADMINISTRATION OF CASAS A, B, C

Circle the correct answer.

1. Teachers can copy exact CASAS items from the bank for instructional purposes. T F
2. Teachers can go over exact CASAS items from the bank after the test. T F
3. CASAS items are field-tested for statistical reliability and validity. T F
4. The tape may be rewound or repeated one time only for the listening test. T F
5. Guessing is permissible on both the pre and post tests. T F
6. A student must take the same level pre and post tests. T F
7. All Questions on each test have life skill content. T F
8. Scores from the pre-test are useful for planning instruction. T F
9. Scores from the pre-test should be individually shared with each student. T F
10. Scores from the post-test may be individually shared with each student. T F
11. When a student "bottoms out" or "tops off" the test is not a valid measure. T F
12. Each test partially overlaps in difficulty level with the test preceding or following it. T F

CASAS

Comprehensive Adult Student Assessment System

Agency: Grossmont

Contact Person: Lolita Frost-Ford

Evaluation Question: Has staff development been provided for teachers and aides involved in the implementation of the assessment and guidance system?

Proposed Process: Evaluation of staff development activities

Actual Process:

A. Provide inservice opportunities for all teachers and instructional aides in CBAE curriculum, instructional and materials development.
B. Provide individualized assistance to teachers in CBAE development and implementation on an ongoing basis.
C. Provide a support system - resource library, materials and supplies, A-V equipment and instructional aides - to assist teachers in the delivery of CBAE instruction.

Summary of Results: (Please attach supporting data.)

See attachment.

Other effects:

Summary of Results:

1. All ABE/ESL teachers attended a local program inservice workshop relating to the continuing implementation of our integrated curriculum, instructional and student assessment (CASAS) system prior to the beginning of the 1986 fall semester.

2. Seventy-five percent of our ESL teachers and instructional aides attended the San Diego Regional CATESOL Conference in October, 1986. Conference travel was funded out of our CBAE grant monies.

3. Our leading ABE teacher attended the National Computers & Reading/Learning Difficulties Conference in January, 1987.

4. The CASAS resource teacher attended CASAS consortium meetings during the year.

5. The ABE director and other designated teachers and aides attended the March CBAE State Conference in San Diego.

6. The ABE director and CASAS resource teacher conducted a follow-up inservice for all teachers in late January to review progress and address problems relating to the CBE implementation effort and the CASAS assessment process.

7. Our leading ABE teacher attended a conference in March on study and test-taking skills entitled "Ignite the Spark of Student Excellence." As a result of the conference, a packet of instructional materials in the subject was developed and disseminated to ABE and learning lab teachers.

8. The ABE program funded the travel of five ESL teachers and the ABE director to the State CATESOL Conference in Pasadena in April.

9. The ABE director and CASAS resource teacher conducted observations/evaluations and follow-up consultations with all teachers during the spring semester. At this time the teachers' student profile records were reviewed.

10. The ABE Program's resource library was updated; teachers were provided with necessary instructional materials and textbooks; new A-V equipment (tape recorders, overhead projectors, etc.) were acquired; instructional aides were provided for those classes in need.

CASAS

Comprehensive Adult Student Assessment System

Agency: Visalia

Contact Person: Adele Stone

Evaluation Question: Are ongoing staff development meetings and workshops answering questions related to assessment?

Proposed Process: Workshop evaluations Teacher interviews

Actual Process: This did not take place as staff development plans changed after the question was submitted. However, nine teachers were sent to the CBAE Conference in San Diego and all of our staff was involved and attended the CCAE Conference in Fresno. Remarks from teachers and support staff indicated that both conference workshops were very worthwhile.

Summary of Results: (Please attach supporting data.)

Other effects:

Section V

Special Education

CASAS

Comprehensive Adult Student Assessment System

Agency: Burbank Adult School

Contact Person: Kim Rhodes

Evaluation Question: Are the handicapped students now included in the CASAS process?

Proposed Process: Our teacher, Agnes Wada will take an active part in the use of the new AA,AAA CASAS tests.

Actual Process: At our sheltered workshop site 15 clients took the AA, , and 15 the AAA.

Summary of Results: (Please attach supporting data.)

Helping the Consortium validate proposal items for the CASAS Handicapped Bank helped raise student self esteem, our teacher reports. They were happy to be part of the "state-process".

The testing process gave the teacher more opportunity to see the students individually and to identify their specific needs. And the reverse was true: the students saw the teacher in a new light.

Other effects:

Students gained knowledge, understanding and life skill growth thus helping the mainstreaming process.

CASAS

Comprehensive Adult Student Assessment System

Agency: Downey Adult School

Contact Person: Marlene Fink

Evaluation Question: After completing an item analysis of the field test, what are instructional priorities? What areas of curriculum need to be be expanded and/or improved?

Proposed Process: Analysis of field test results/comparison of results with existing curriculum.

Actual Process: In a comparison of CASAS/CDER pretest items and a local test, it was determined that the CASAS test offered broad curriculum areas while the local test identified specific needs for remediation. The students were, therefore, evaluated throughout 1986-87 on the local test and individual specific objectives were written for remediation. It was not possible to complete an item analysis of the field test for CASAS/CDER as these are in the developmental stage and priorities are not obvious.

Summary of Results: (Please attach supporting data.)

It was discovered that curriculum needed to be expanded to include work behaviors necessary for supportive employment for the handicapped. With the help of the SELACO-ARC staff, work behaviors were identified to further enhance the curriculum and a class is scheduled for the summer to pilot the curriculum.

Other effects:

Lines of communication were opened and strengthened between rehabilitation counselors and Adult School staff as they worked together to identify work behaviors.

CASAS

Comprehensive Adult Student Assessment System

Agency: Fairfield - Suisun

Contact Person: Elizabeth Knight

Evaluation Question: How can we more effectively place handicapped students into the three specific functioning levels?

Proposed Process: Analysis of individual test scores
Teacher survey

Actual Process:

After all students were tested, classes were restructured [illegible] functioning levels, AA, AAA or AAAA. At this time, class [illegible] [illegible] which facilitates the instructor to focus on individual needs [illegible] class deficiencies as a whole.

Summary of Results: (Please attach supporting data.)

I believe this system serves to meet individual [illegible] more successfully. It also eases the task of instructor preparation [illegible] all students function at approximately the same level therefore the lesson does not have to be adapted for various functioning levels.

Other effects:

CASAS

CLASS PROFILE SHEETS

LEVEL AAAA
FORM 303

TEACHER E. Minzuela

CLASS 303 8:30-4:30am M-TH.

	STUDENTS	NUMBER CORRECT +	NUMBER WRONG −	8.1.3. Use to wash dishes 1	2.6.4. Order for brkfst 2	8.1.4. Use to wipe table 3	3.4.3. Use to cover cut 4	8.1.5. Use to eat soup 5	8.1.5. Use to cut meat 6	8.2.1. Identify circle 7	8.1.5. Tell: drink from 8	8.1.4. Use to sweep floor 9	2.6.4. See on menu 10	3.3.1. Use for headache 11	8.2.1. Smallest square 12	1.1.4. Liquid measuring cup 13	8.2.1. Smallest square 14	6.0.2. Count to ten 15	3.4.3. Ust on a burn 16	6.0.1. Number"6" 17	6.0.2. Count 10 stars 18	1.1.6. Coke for 50¢ 19	6.0.1. Number "16" 20	1.7.3. Dial: 350 21	6.0.2. Count 5s to 25 22	3.4.3. Treat finger cut 23	2.3.1. Clock: to eat lunch 24	6.0.2. 6 more than 52 25
1	Guy Fraser	16	9	X						X							X		X				X	X	X	X		X
2	Evelyn Cox	16	9			X											X		X	X	X		X	X	X		X	
3	Helen Fairbairn	19	6	X															X				X	X	X	X		
4	Ken Haaratty	12	13				X					X			X			X	X	X	X	X	X	X	X	X		X
5	Blanca Cummins	19	6	1	2	3	4	5	6	7	8	9	X	11	12	13	X	15	X	17	18	19	X	X	X	23	24	25
6	Judith Muscina	18	7				X										X		X					X	X	X		X
7	Iris West	17	8												X		X		X				X	X	X		X	
8	Ken Wilson	9	16				X			X	X	X			X	X	X		X		X	X	X	X	X	X	X	X
9	Teresa Balestere	18	7													X			X			X	X	X	X	X		
10	Alexandra Castellanos	19	6	X	2	3	4	5	6	7	8	9	10	11	12	13	X	15	X	17	18	19	X	X	X	23	24	25
11	Robin Clark	19	6												X							X	X		X		X	X
12	Alfred Borg	15	10														X		X	X	X		X	X	X	X	X	X
13	Suzanne Jonas	15	10									X	X			X	X					X	X	X	X	X		X
14																												
15				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
16																												
17																												
18																												
19																												
20				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	Total # missed/question Total # students tested																											

CASAS

Comprehensive Adult Student Assessment System

Agency: Fremont USD (Fremont)

Contact Person: Judy Asgari

Evaluation Question: How successful is the use of CASAS A/B tests with Special Education students?

Proposed Process: Analysis of pre/post CASAS test scores given to inocming Special Education students.

Actual Process:

Levels A/B/C tests were given to the"Project H.O.T.S. (Helping Others To Succeed)" students.

Summary of Results: (Please attach supporting data.)

These tests, rather than 4A-2A, gave a better picture of these students abilities.

Other effects:

Level A is most appropriate for the majority of these students and, as a result, give the staff a better idea of how to meet student needs.

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM

ABE Class Test Record Sheet

Pre-Post Test

Teacher Name V. Castro
District Fremont
Site Calaveras
Time/Day Class Meets 8:30 - 3:00 M - F
Class Title/Level ABE___ ESL___ BEG.___ INT.___ ADV.___
Date of Pre-Test 9/86 Date of Post-Test 12/86

STUDENT NAME	Pre-Test				Post-Test				SCALE SCORE DIFFERENCE	HOURS OF INSTRUCTION
	TEST LEVEL	TEST FORM	RAW SCORE	SCALE SCORE	TEST LEVEL	TEST FORM	RAW SCORE	SCALE SCORE		
[illegible]	A	1	15	193	A	1	16	195		
[illegible] Chand			11	186			13	189		
[illegible]			23	—			23	—		
[illegible]			19	203			19	203		
[illegible]			19	202			19	203		
[illegible]			19	[illegible]			20	210		
[illegible]			19	202			20	210		
[illegible]			19	200			19	203		
[illegible]			22	219			22	217		
[illegible]			15	189			15	193		
[illegible]			15	192			17	197		
[illegible]			[illegible]	212			22	219		

CASAS

Comprehensive Adult Student Assessment System

Agency: Fremont Unified School District / Fremont Adult School

Contact Person: Judy Asgari

Evaluation Question: How can we better reflect the CASAS philosophy in the special ed curriculum?

Proposed Process: Match existing goals with CASAS competencies and write a curriculum continuim.

Actual Process:

1) D.C. and Administrator put together rough draft.
2) Teacher committees selected to edit each domain.
3) All teachers will edit total curriculum during Summer 1987.
4) Final package will be available Fall 1987.
5) Course outlines and task analyses will be worked on in 1987-88.

Summary of Results: (Please attach supporting data.)

Attached is a copy of the first edited edition. The final edition will be done during summer and published in Fall, 1987.

Other effects:

We hope this continuum will help better explain the goals students will work through while attending our program.

CASAS

Comprehensive Adult Student Assessment System

Agency: Hayward Adult School

Contact Person: Jan Arney

Evaluation Question: Were the profoundly disabled students accurately assessed to move successfully to the next level?

Proposed Process: Evaluation interviews with instructional staff, guidance personnel and home care personnel. Observation of student's demonstration of tasks.

Actual Process: Data was collected and evaluation interviews with instructional staff and guidance personnel took place based on the field testing of proposed 5A Test, using three dimensional test items and transitional two dimensional test items. Testing is continuing to take place for 5A level students as some test items require teacher observation of student performance and/or behavior over a specified time before attainment is achieved.

Summary of Results: (Please attach supporting data.)

Not all profoundly disabled adults have been assessed accurately to move to the next level. Out of 30 students tested, two have progressed to the next level, and 28 remain in level 5A. Sequencing of test items has resulted from evaluating student performance and mastery of skills. Revision of test items will include testing three dimensional items in the normal flow of the day's activities.

Other effects:

Field testing the proposed 5A Test in other school districts will provide feedback to support the validity of sequential test items or revision of same.

Older Adult/Substantially Handicapped Program
LAUREL CENTER
2652 Vergil Court
Hayward, CA 94546
(415) 537-3606

HAYWARD
ADULT SCHOOL

Thank you for field testing our Adult Life Skills Assessment. This Assessment has been developed in an atempt to serve the severely and profoundly disabled adult learner. It should be given to those students unable to score on the lowest CASAS assessment (level AAAA).

Please make copies of the answer sheet included in this packet.
On each answer sheet:

1. Enter student's name.
2. Enter teacher's name.
3. Sex: Fill in circle male or female.
4. Leave Blank
5. District: Enter the 3 digit number that corresponds to your facility/agency name, and fill in the correct number circles.
6. Age: Fill in circle for the approximate age.
7. Leave Blank
8. Leave Blank
9. Leave Blank
10. Leave Blank
11. Leave Blank

Read the instructions in the front of the test booklet completely before administering the test.

Please mail us the completed answer sheets, along with the attached evaluation by ____________________. This test is in a very preliminary form. We seek your suggestions for improvement.

Mail to:

Hayward Adult School
Laurel Center
2652 Vergil Court
Hayward, Ca. 94546

Attention: Patty Seymon

HAYWARD UNIFIED SCHOOL DISTRICT

WALLACE L. COPELAND, Principal
M. JANET ARNEY, Vice Principal
AL POLLAND, Vice Principal
JOEL C. THORNLEY, Superintendent

Hayward Adult School
AAAAA (Proposed)
Item Field Test

In order to develop an assessment system that is appropriate and useful to instructors, we need your comments and suggestions. Please fill out this form and return it when the answer sheets are returned.

1. Directions for Test Administration:

   Comments: ______________________________

   Suggested Revision: ______________________________

2. Instructions to Students in Test Booklet:

   Comments: ______________________________

   Suggested Revision: ______________________________

3. Comments/Suggested Revisions for Test Items: (use back side for additional comments)

   Item # ____: ______________________________

   Item # ____: ______________________________

   Item # ____: ______________________________

   Item # ____: ______________________________

4. General Comments: ______________________________

5. Please feel free to attach a copy of actual directions/items with suggested revisions.

Comprehensive Adult Student Assessment

Agency: MAEP

Contact Person: Shirley Edwards

Evaluation Question: Are Special Education teachers positive about their involvement in the CASAS system?

Proposed Process: Evaluation of teachers ability: 1) Assess student needs 2) Use of survey achievement test info 3) Classroom management

Actual Process:

Special Ed teachers at two sites administerd CASAS pre and post survey achievement tests. One or more attended three workshops, the 1986 Summer Institute and the State Conference. The teacher who attended two Summer Institutes, two state conferences and other conferences did not show the expected leadership in working with teachers to facilitate CASAS implementation.

Summary of Results: (Please attach supporting data.)

Awareness of CBE and the CASAS system has increased, but we have a long way to go. Participation raised more questions than it answered as was to be expected after first year involvement. The results of the year-end needs assessment will supply the focus for staff development activities (attached).

Other effects:

The former lead teacher has been replaced by two others who will act as resource leaders. Teachers will be funded to participate in needs assessment activities, development of competency priorities, and material research and development. They will also be released to attend staff development presented outside MAEP. These activities will help us deal with a major concern of teachers whose classes meet in a sheltered workshop. That agency's staff has limited understanding of the needs of students to improve their daily living skills. Working with them will be facilitated by using assessment data and explaining its relationship to our CBE mandate.

MAEP

METROPOLITAN ADULT EDUCATION PROGRAM
A Division of Central Santa Clara County Regional Occupational Agency
4849 PEARL AVENUE • SAN JOSE, CALIFORNIA 95136 • TELEPHONE (408) 448-0240

San Jose Division

ATTACHMENT SDE 106B #4

May 6, 1987

TO: HP/DE Staff

FROM: Shirley Edwards

RE: Special Ed CBAE Participation

Participation in CBAE and CASAS assessment has been valuable to me

	NOT AT ALL				A GREAT DEAL
	1	2	2.5	3	4
Responses:		5	1		

These are needs which I want to see addressed in 87-88:

See attached:

Accredited by
Western Association of Schools and Colleges

Central Santa Clara County Regional Occupational Agency is a joint powers program providing adult and vocational education programs through Central County Occupational Center (CCOC), Central County Occupational Program (CCOP) and Metropolitan Adult Education Program (MAEP).

Special Ed CBAE Participation attachment:

Not able to test by CASAS:
Internal Organizational Skills - left to right and top to bottom.
Spatial Relationships
Perceptual Motor Skills - Gross Motor Areas need materials & time slot.
Eye-Hand Coordination - fine motor
Crossing Mid-line
Survival Skills - reading, time, money
Auditory Decoding/Memory
These are needs which I want to see addressed in 87-88:
Language - letter recognition
Tactile - for blind
Needs for hearing impaired.
Note:
I can't give an effective review of the tests since I have no means of extrapolating the information given by the tests, to evaluate if they are applicable to my students' needs. A good start, needs expansion and funding of the materials needed to implement necessary changes.

Need to be added to the test:
Body - spatial organization (near/far)
Directionality
Auditory Decoding (following directions)
Auditory Memory (sounds, etc)
Visual - Form discrimination
Fine motor
Language
Vocabulary
Reading Comprehension
Letter comprehension A.B.C.
Social skills
Identifying food and household items of activities of daily living.
Needs of visually and hearing impaired.

Irrelevant materials tested for our classroom setting.
We do not teach:

First Aid/Health Care
Homeliving Skills
Leisure Skills and Activities
(reading TV guide, menu, purchasing tickets)

Relevant in test as is:
Number concepts - est. 1-10
Money
Time orientation, recognition
Addition
Subtraction
Survival signs- test should have more
Visual ground differentiation (reversals)
etc. not sufficient
Measurements

Photographs would have been more helpful and easier for clients in my area to identify. Many of my clients are non-verbal.

There are far too many questions which require a verbal answer to assess abilities. Most of my clients are non-verbal. Also photographs would be more concrete to use rather than pictures.

Note:

The test would have been easier to use if the pictures were photographs and in color. The subjects covered were consistent to what we are teaching. I don't expect to see much change in scores in 6 months since progress is slow.

Clients should be evaluated every year, not every 6 months.

Photographs used in questionnaire instead of pictures.

CASAS

Comprehensive Adult Student Assessment System

Agency: Santa Clara/Special Education

Contact Person: Nancy George/Sharon Swendell

Evaluation Question: Are students who achieve life/survival skills being moved effectively from program to program?

Proposed Process: Number of students promoted; Interviews with teachers, members of State Interdisciplinary team; Evaluation of other agencies processes

Actual Process:

The number of students promoted: informal interviews with teachers and members of the state facilities Inter-Disciplinary team.

Summary of Results: (Please attach supporting data.)

Due to the fact that at the current time the I.D. team has total say in movement of students, we have had no changes in placement due to achievement of Life Skills. Thanks to our addressing this question, we have been able to show the teams that this is a deficient area and they are willing to look more closely at this. The state is now moving into the Life Skills philosophy and practice and seems willing to use our CASAS test data to help determine placement. Even though we did not get anywhere close to the results we wanted or expected from this evaluation question, we are extremely pleased to have had an opportunity to look closely at this and explore the possibilities.

Other Effects:

The state facility is now aware of the assessment system we are using and its value to them.

Comprehensive Adult Student Assessment

Agency: Santa Clara Adult School

Contact Person: (Special Ed.)

Evaluation Question: How effectively have we trained teachers to use CASAS assessment system?

Proposed Process: Staff members interviews Participation in CASAS special education committee

Actual Process:

Ten teachers participating in the CASAS testing of students were asked five questions regarding their use of the Assessment System. From these questions some overall information was drawn to enhance our staff development plan for 1987/88.

Summary of Results: (Please attach supporting data.)

Overall, teachers are finding the system useful but seem confused about how to interpret the data for use in instruction.

Other effects:

There is a definite expressed need for an AAAAA or lower functioning test for the less capable students.

ADULT EDUCATION CENTER
SANTA CLARA, CALIFORNIA

TEACHER QUESTIONNAIRE
CASAS ASSESSMENT SYSTEM

1) Do you find the CASAS Assessment System useful in your classroom?

Instructors 2,4,5,6,8,9 and 10 said yes.
Instructor 1 said yes and no because it is not appropriate for low functioning.
Instructors 3,7 said sometimes.

2) What do you do with the test data after administering the test?

Instructors 1 and 4 said "nothing". Instructor 3 said "place it on the student profile". Instructors 2,6,7,9 and 10 said "review it for information on student progress". Instructor 5 said "turn it in". Instructor 8 said "place it on the student profile and then track the objectives on the profile to determine where further training is needed.".

3) What is the average length of time it takes you to administer the test to one student?

Instructors 1,6,8,9,10 said 15 to 30 minutes.
Instructor 2 said 10 to 20 minutes.
Instructors 3,4,5,7 said 20 to 30 minutes.

4) How do you determine the appropriate objectives for your students?

Instructors 1,5 and 9 said "on referral from the Inter-Disciplinary Team".
Instructors 2,3,7and 10 said " Observation, I.D. team referral and CASAS".
Instructors 4,6 and 8 said " I.D. team referral and CASAS if it applies".

5) Do you feel you need further training in the use of the CASAS Asessment System? If yes, what part(s) of the process?
All Instructors said yes.

Following are the areas of need expressed:
- How to test low functioning students.(6 Instructors)
- What to do with data after you test. (5 Instructors)
- What to do with the student profile when filled out. (3 Instructors)
- How to turn assessment data into objectives. (2Instructors)
- How to get students to cooperate and pay attention to the test. (3 Instructors)

Agency: Watsonville

Contact Person: Joan Rost

Evaluation Question: How accurately does testing of special education students measure learning?

Proposed Process: How accurately does testing of special education students measure learning? What are students perceptions of testing process?

Actual Process: Testing takes place according to CASAS timelines and procedures.

Summary of Results: (Please attach supporting data.)

There has been no computerized scoring or data compulation provided by CASAS on test results previously performed, thus it is difficult to determine the level of accuracy. In addition to CASAS competencies tested, students learn many valuable life skills which are not measured by this testing process; i.e. technical vocational skills.

Other effects:

Students rather enjoy the testing process due to its non-threatening, one-on-one personalized environment. The process also provides staff additional time and opportunities to observe students on an individual basis and gain insight into their life skill abilities and needs.

Section VI

Linking Assessment to Instruction

Comprehensive Adult Student Assessment System

Agency: ABC

Contact Person: Betty Gerhardt

Evaluation Question: Is the CASAS Life Skills competency file providing a process for a retrieval system for teachers in implementing life skills into the curriculum?

Proposed Process: Analysis of user's survey Qualitative and quantitative data

Actual Process:

Teachers were asked to record the date and file number on a posted form each time they use the CASAS Life Skills Competency File.

A survey was conducted to provide teacher input on the effectiveness of the CASAS Life Skill Competency File.

Summary of Results: (Please attach supporting data.)

All teachers surveyed indicated that the CASAS Life Skills Competency File provided an accessible retrieval system for implementing life skills into the curriculum. The instructors felt that:

1. the file was easy to use
2. provided a source of new materials
3. contained materials that were appropriate for classroom use.

Teachers indicated that they used the file 3-4 times per week. Quantitative results supported the data from the teacher survey.

Other effects:

CASAS RESOURCE FILE SURVEY

Do you feel that the Casas Resource File was of help in finding materials to help teach life skills?

15 Yes — No

If no, why not?

Comments: File is used more for lower level classes when we get up to the higher levels we don't use the file as often.

Are there areas in the competency file that we need to add more materials too?

2 Yes 13 No

If yes, what areas need additional material?

More materials that deal w/ the post office - forms etc.

More community resource materials that are local to our school (in our own community)

CASAS RESOURCE FILE

PLEASE WRITE IN THE COMPETENCY FILE NUMBER THAT YOU USED.

FILE NUMBER	FILE NUMBER	FILE NUMBER	FILE NUMBER	FILE NUMBER
1.9.[illegible]	[illegible]	1.8.1		
1.9.2	[illegible]	1.4.2		
[illegible]	1.6.3	1.9.0.		
3.30	1.7.2	4.1.3		
3.3.1	3.1.2	4.1.8		
3.3.2	4.1.2	4.4.1		
3.3.3	1.3.4	1.9.1		
1.9.2	1.3.1	1.8.2		
1.8.0.	1.4.6	2.5.5		
2.2.4	1.6.1	1.4.7		
1.3.5	1.4.2	2.5.6		
1.9.8	1.7.3	2.6.5 [illegible]		
1.9.7	1.7.4	1.1.3		
4-1.4	3.5.2	1.3.7		
1.9.7	16.3	1.9.8		
1.3.5	2.2,4	3.1.1		
1.9.5	5.3.5			
2.1.4	5.1.4			

Sample

Comprehensive Adult Student Assessment System

Agency: Downey Adult School

Contact Person: Marlene Fink

Evaluation Question: After completing an analysis of results for classes, how does the day program's survey of competencies missed compare with the night program's competency information

Proposed Process: Meetings between day and night staff to discuss instructional priorities

Actual Process: Morning ESL teachers met to combine and compare testing profile sheets. Evening teachers met to combine and compare testing profile sheets. Instructional priorities identified by level from the morning program were compared to priorities listed by the evening program. Overall program instructional priorities were identified.

Summary of Results: (Please attach supporting data.)

In comparing morning and evening programs, instructional priorities show great commonality. Areas still needing remediation after post tests, program wide, were job applications and advertisements, housing ads, social security applications, legal terminology (on tax forms), tax tables, telephone billings and service information.

Other effects:

Teachers felt renewed interest in using the class profile sheets and felt these should be passed along to the next level teacher to pinpoint areas of instructional need.

Comprehensive Adult Student Assessment System

Agency: El Monte/Rosemeade Adult School

Contact Person: Carole Cross

Evaluation Question: How can teachers be encouraged to develop units of instruction which relete to CASAS competencies?

Proposed Process: Survey of staff members as to use of teacher made unit tests Process for disseminating teacher made materials among staff.

Actual Process: same as above plus observation of teacher made files in resource room.

Summary of Results: (Please attach supporting data.)
Many of the ESL staff members develop **personal** units to be used with their own specific levels. They do not have a tendency to share the units or tests they have made. Most teachers feel they have put in a lot of time on these lessons and are reluctant to share with their peers. Curiously, older teachers will share with "new" teachers, but don't like to share with their peers " who can make their own tests, etc."

Other effects: Our Resource Room is well stocked with resource life skills files as a result of work developed during March through June, 1986 as a result of earning a CASAS MINI GRANT. They teachers do not feel a need to add to or to develop new information since this file is very comprehensive and includes scores of life skills units.

Following are a few examples of teacher-made tests.

For details regarding the CASAS mini-grant, please refer to last year's proposal.

1. Parts of the Body
    - Naming Parts of the Body
2. Health: Symptoms, Advice, Choosing a Doctor, Making an Appointment, Taking a Physical Examination, Learning How to Fill Out a Medical History Form, Understanding Prescription Medicine, Understanding the Hospital, Ways of Staying Healthy.
    - Everyday English-Health A
    - Your Yearly Check-up B
    - Health Cycle II-C
    - Pregnancy D
    - Pregnancy Module for Class E
    - Battered Wife F
    - Battered Wife Module for Class G
    - Baby Care H
    - Baby Care Module for Class I
    - Day Care Centers J
    - Extended Care Facilities K
    - Community Health Services L
    - Family Planning M
    - Family Planning Module for Class N
    - The Dentist O
    - Dental Health P
    - The Hospital Q
3. Understanding Prescription Medicine
    - At the Drugstore A
    - Save on Drugs B
    - Buying and Using Medicine C

4. Insurance
    Health Insurance A
    Health Insurance B
    Health Insurance Module for Class C
    Health Security D
    Life Insurance E
    Life Insurance Module for Class F
5. Health Problems/ Miscellaneous Information
    Funerals A
    Funerals Module for Class B
    When Someone Dies C
    When Someone Dies Module for Class D
    Aging E
    Aging Module for Class F
    Smoking G
    Heart Attack H
    Coughs and Colds I
    Immunizations J
6. Home Safety
    Safety in the Home A
    First Aid B

1. Banking Terms
    - Understanding your Paycheck A
    - Your Checking Account B
    - Credits and Loans C
    - Credit Cards D
2. What Employees Should Know
    - Your Paycheck and Employment Benefits A
    - Your Paycheck and Employment Benefits Class Module B
    - Unions C
    - Good Working Habits D
3. Civil Service
    - Your Fire Department A
    - Your Police Department B
    - Your Post Office C
4. Taxes
    - Your 1040A Form A
    - Your 1040A Form B
5. Invitations
    - Review lesson A
6. Life in the United States
    - Getting your Citizenship A
    - Citizenship B
    - Citizenship Class Module C
    - Voting D
    - Voting Class Module E
    - Small Claims Court F
    - Legal Rights When Arrested G
    - Legal Rights and Responsibilities H
    - Legal Rights and Responsibilities Class Module I

When Disaster Strikes J

When Disaster Strikes Class Module K

7. Reading Restaurant Menus

Eating Out A

TEACHING UNITS FOR AFTERNOON CLASSES ONLY

Supplemental Material for Book Five

1. Go By Bus
2. Everyday English Help Wanted
3. Everyday English Watching TV Writing Unit
4. Everyday English Emergencies
5. Buying by Mail
6. How to Use the Library
7. Car Maintenance at a Garage
8. Car Maintenance at Home
9. My Family
10. Comparative Shopping

CASAS

Comprehensive Adult Student Assessment System

Agency: Hacienda la Puente

Contact Person: Dianne Pun-Kay

Evaluation Question: To what extent has the implementation of placement/level exit tests caused an increase in the life skills content of instruction?

Proposed Process: Informal input at staff meetings Classroom observation

Actual Process:

In the questionnaire, this question was rephrased to correspond to the developments in the agency since the original question was written.

Summary of Results: (Please attach supporting data.)

Please see attached.

Other effects:

BACKGROUND: Preliminary field testing of a placement system during 1985-86 included a life skills component. Teachers in most parts of the program reported inaccurate placement using this system. They felt that a test measuring language acquisition would be more appropriate as a placement instrument and that life skills should be tested after the student had participated in the class, as a part of the level exit procedure. A CLOZE test is being used for placement in these parts of the program with more successful results.

The teachers of the Willow day program use a combination of an oral interview and CASAS Life Skills Listening and Reading Tests to place students. They find this system effective for thier purposes in placing students into the various parts of their modular life skills program.

Because the new placement system for most parts of the program does not include a life skills component, this question was rephrased in the questionnaire to request information on the level exit tests only. Since the level exit tests were implemented late in the year, the teachers were able to respond only to their prediction of the degree to which the implementation of the level exit tests would cause an increase in the life skills content of their teaching in the future.

QUESTION: To what extent do you feel that the implementation of these level exit tests will cause an increase in the life skills content of your teaching?

	A great deal	Somewhat	A little
Dibble Days	15%	15%	70%
Dibble Nights	25	75	--
Willow Days	--	--	100
Willow Nights	25	75	--

COMMENTS: Upon surveying the teachers who responded "a little" to the above question, it was discovered that these were the most experienced teachers who had already implemented life skills. They felt that they would continue to teach life skills and that no change would be necessary due to the new level exit procedure.

CASAS

Comprehensive Adult Student Assessment System

Agency: Martinez Adult School

Contact Person: Royal Sherwood or Katharine Prout

Evaluation Question: Does a needs assessment survey show the same instructional needs as item analysis of pre- and post-CASAS testing?

Proposed Process: Analysis of needs assessment survey and CASAS test data.

Actual Process: Same as above.

Summary of Results: (Please attach supporting data.)
20 "C" students who had taken CASAS pre-test were given a needs assessment survey. The needs most commonly expressed were compared to competencies most frequently missed on the pre-test and again on the post-test. Results were somewhat inconclusive because not all the same items appeared on the needs survey and on the CASAS tests. Also, the students' perception of their needs varied from items tested by pre- and post-testing.

Other effects:

Both test results and needs survey were used for curriculum planning. Students felt they had a hand in curriculum decision making and were more likely to make future suggestions.

There was some overlapping of needs so the instructor was made more keenly aware of how to prioritize life skills instruction.

Data

Number of students taking both CASAS pre-test and needs assessment survey - 20

Number of students from this group who also took post-test - 14

Competencies most missed on CASAS pre-test:

1.	Telephone instructions	12 students
2.	Medical instructions and information	10 students
3.	Contracts	9 students

Competencies students deemed most important for their needs on needs assessment survey:

1.	Understand/write down telephone messages	16 students
2.	Want ads	12 students
3.	Understanding/writing notes from/to child's teacher	10 students

Competencies most missed on CASAS post-test:

1.	Tax forms	19 students
2.	Income tax tables	18 students

Note: Students had trouble on Listening pre-test with telephone messages and this is reflected by the number who mentioned this on the NAS. They did well on the test classified ad competencies dealing with housing but requested more instruction in use of classified ads in other areas. There were significant numbers of errors on contract and tax competencies but these did not rank high on the NAS. This may be explained by the fact that they rarely need to deal with contracts, and most do not file income tax reports. The segment of the population that does file usually uses commercial tax preparers.

Comprehensive Adult Student Assessment System

Agency: MAEP

Contact Person: Shirley Edwards

Evaluation Question: Are student scores on test items which require math higher on 86-87 CASAS post and program exit tests than on 35-86 tests?

Proposed Process: Comparison of math items over 2-year period on CASAS pre/post tests and CASAS exit tests

Actual Process:

A teacher committee reviewed each competency in our curriculum guide and identified competencies which required math skills. They then reviewed curriculum materials and matched them to the math skills which they addressed.

A math guide has been developed which contains: 1) Diagnostic tests of math skills (computation and concepts) 2) A matrix showing competencies, level of presentation and a code number which refers to a curriculum resource listed in the next section 3) A coded book list (to be augmented)

Summary of Results: (Please attach supporting data.)

Our planned staff development to present the materials, strategies and the guide was cancelled because the trainer moved. It was not rescheduled. The guides are available and the materials are in place but have not been utilized properly because we have not supplied adequate training in their use. We, therefore, did not attempt to address the issue of improved student performance in this area.

Other effects:

We now have the tools to plan and present staff development which will promote the use of these math resources and will do so early in the 87-88 school year.

Comprehensive Adult Student Assessment System

Agency: Santa Clara Adult School

Contact Person: Bet Messmer

Evaluation Question: Do students recognize/appreciate that they are learning life skills?

Proposed Process: Analysis of "Torrance Student Progress Sheet" results
Sample student interviews

Actual Process: Surveyed students informally and via "self-assessment" activities.

Summary of Results: (Please attach supporting data.) Please see reverse of Teacher Survey sheets.

Students are enthusiastic generally recognizing and appreciating that they are learning highly-transferable language and concepts needed for daily living. (A few students feel life skills are irrelevant or even "depressing", however). Two teachers reported that they have to "sell" students on learning life skills, 7 said it was not necessary at all - students appreciated the relevance.

Other effects: The teachers' survey raised our teachers own appreciation and awareness of how much they are teaching life skills and using a CBAE approach.

Section VII

ABE / HSDP

CASAS

Comprehensive Adult Student Assessment System

Agency: Burbank Adult School

Contact Person: Kim Rhodes

Evaluation Question: Has the competency based linkage process between ESL/ABE/ High School Diploma program been accomplished?

Proposed Process: To build a strong bridge (linkage) from a strong ESL program into the ABE/High School Diploma program.

Actual Process: We have made strides. This is a several year process. We try to strongly motivate the beginning students to stay with the program to become intermediate and so forth. Since we now have 2 major evening sites and 1 large day site, the advanced students help in this motivation process. Sometimes we use peer coaching (an advanced student helps a lower level student or students). Our counselor is invited in to classes to give information regarding the High School Diploma program. We also have devised a system to give English credit if a student meets the criteria in the Cycle V-VIII classes. If the student partially meets some of the requirements, Elective credit can be earned.

Summary of Results: (Please attach supporting data.)

We know a larger percentage of the high school diploma and vocational students have come from our ESL classes. More specific data will be available in 87-88 for our computerization will be fully in place.

Other effects:

3249 Fordham Street • San Diego, CA 92110 • (619) 230-2975

San Diego Community College District Foundation Inc

C A S A S

COMPREHENSIVE ADULT STUDENT ASSESSMENT SYSTEM

AGENCY: Centinela Valley Adult School

CONTACT PERSON: Fe Woods

EVALUATION QUESTION: How many students are interested in the High school Diploma Program and how many actually register

PROPOSED PROCESS: Track students from the 1985-86 [illegible] year to determine whether students who indicated [illegible] the High School Diploma Program actually registered [illegible] following year and to determine reasons for non-registration.

Compare data from 1985-86 with 1986-87 to determine whether there is an increase in the number of students showing interest in the High School Diploma Program and if these students actually register in the program.

ACTUAL PROCESS: In addition to the proposed process, the 1986-87 advanced students who indicated interest in [illegible] School Diploma Program were monitored to see whether they registered in the program. Profile sheets were analyzed. Follow-up was conducted through post cards and telephone calls.

SUMMARY OF RESULTS:

1. Ten out of 150 students surveyed in [illegible] 1986 [illegible] interest in the High School Diploma Program. [illegible] the 10 registered. Follow up of the [illegible] students [illegible] that due to work schedules, they were unable to register [illegible] the program.

2. Based on 140 profile sheets of students in the advanced level for 1986-87, 30 students indicated interest in the High School Diploma Program. During the year, 3 students registered. Ten indicated interest for the following school year.

OTHER EFFECTS: Due to the survey, there has been an increased interest in programs other than ESL. Approximately 5,000 students attended ESL classes in 1986-87. There has been an increased awareness of the necessity of coordinating all the programs available to the students and making these programs known to them.

Comprehensive Adult Student Assessment System

Agency: Martinez

Contact Person: ~~Brian Fraim~~ Royal Sherwood or Ann Lewis

Evaluation Question: Which CASAS competencies are applicable to the needs of students in the high school program?

Proposed Process: Surveys of students regarding life skills needs, analysis of test scores

Actual Process: Test scores were not used. A D-level test is needed for this area. A high school competency list has recently been completed by high school committee. Martinez Adult high school students will be surveyed for opinions as to which of these competencies are most relevant to their needs.

Summary of Results: (Please attach supporting data.)

Research is continuing.

Other effects:

1. The need for a D-level test has become apparent.
2. The need to add academic competencies as well as life skill competencies for high school students is obvious.

Comprehensive Adult Student Assessment

Agency: San Francisco Community College District

Contact Person: George Woodward

Evaluation Question: What CASAS constructed materials are used as ABE assessment instruments at the SFCCD Centers sites?

Proposed Process: Collect data on exit-test materials desired at sites and compare resutls with program's assessment goals (e.g. ABE, level exit batteries, vocational education, entrance examinations)

Actual Process: Resource instructor visited four ABE sites to observe test materials in use.

Summary of Results: (Please attach supporting data.)

Two sites are using placement tests in reading and math constructed by the District's team from the CASAS Item Bank.

Two sites are using various commercially published tests (WRAT, TABE).

All four sites use CASAS pre-post tests for reading and math.

All four sites used CASAS listening (C-55) and a CASAS-build level-exit test for ABE-2 Exit Testing Battery.

Other effects:

CASAS

Comprehensive Adult Student Assessment System

Agency: Sequoia Adult School

Contact Person: Cuba Miller

Evaluation Question: Are students placed appropriately into the ABE component of the Learning Center?

Proposed Process: Analysis of placement scores of students in the ABE component of the Learning Center.

Actual Process: Students in the ABE class at the Learning Center took the 20-item placement test (CASAS Item Bank) that is used for placing students into ESL classes. The non-native English speakers were given the ESL oral interview. All students were interviewed about their reasons for attending the school.

Summary of Results: (Please attach supporting data.) The students who were not native English speakers performed as well as the native speakers on the reading test. The oral interviews indicated that the non-native speakers spoke English at least as fluently as students in our most advanced ESL class. The reading test scores of some students suggested they were ready for secondary level work. The students were very satisfied with the class, but in some cases did not understand why they were not in the GED component or when they would move into it.

See attached supporting data.

Other effects: The following conclusions were drawn about placement into the ABE class:

1. LEP students who are given an advanced ESL rating in the oral interview should be informed of the Learning Center program.
2. We need a student profile for all Learning Center students so that teachers know student goals.
3. Criteria should be established for moving students from the ABE to the GED or high school English components. (The TABE used to be administered to all ABE and English students. It was discontinued because it was too intimidating for some students. A reading and problem-solving screening test has been substituted in the ABE class.)
4. We need to make sure students are aware of why they were placed into ABE and what the requirements are for moving into GED or high school English.

Supporting data for evaluation question "Are students placed appropriately into the ABE component of the Learning Center?":

Seventeen students from the ABE class at the Learning Center took the 20-item placement test that was constructed from the CASAS Item Bank and is used as part of our ESL placement procedure. Ten of these students are not native English speakers and were also given the ESL oral interview. All the students were interviewed about their reasons for attending the school.

The results of the placement test, which are given below show that the students who are not native English speakers performed as well as the native speakers.

Placement Test Results

Number Correct	Scale Score	Native Speakers	Non-Native Speakers
1	172		
⋮	⋮		
8	207		1
9	210		
10	214	1	1
11	217	1	
12	220	1	
13	224		2
14	227	1	1
15	231		
16	235	2	3
17	239	1	2
18	245		
19	254		
20	---		
	Total	7	10
	Average Score	226.7	227.9

With one exception, the oral interviews indicated that the non-native speakers speak English at least as fluently as students in our most advanced ESL class. The exception was a student who was concurrently enrolled in an ESL class.

Two of the LEP students had originally been placed into advanced ESL classes, but had decided to change to ABE because it better met their needs.

The placement test results indicate that quite a few of the students in the ABE class appear to be capable of secondary level work. The guidelines established for the GAIN reading appraisal test state that a score of 225 or above indicates secondary level reading ability. There were ten students in the ABE class who scored over 225.

The ABE students gave the following reasons for attending the class:

REASONS FOR TAKING THE CLASS *

9	To improve reading for everyday life
4	To improve math for everyday life
9	To improve writing for everyday life
5	To help my children in school
12	To get a GED or high school diploma
4	To get into job training
7	For the job I already have
5	To get a job or a better job
1	For citizenship or voting
	Other ______ (please explain)

* Excerpt from ABE Student Profile

Four of the students who checked GED or high school diploma on the profile scored 235 or 239 on the placement test. It was not immediately clear why they were not in the GED component. Conversations with the GED and ABE instructors indicate that some students, after taking the GED reading practice test, are placed into ABE to increase speed or to work on a specific skill, such as vocabulary or spelling. This, apparently, is not made clear to the student.

There were other students who scored 234 and who indicated a goal of improving their writing. This raised the question of whether they would be better served in the high school English component.

Finally, despite apparent misplacements, the students expressed a high degree of satisfaction with the ABE class. However, in some cases they were unsure of why they had been placed in the ABE class and when they would move into the GED component.

Section VIII
Recordkeeping

Comprehensive Adult Student Assessment System

Agency: Clovis Adult School

Contact Person: Carol Phillips

Evaluation Question: Has a student data-base been created and computerized to generate reports based on personal info. and assessment data from student profiles?

Proposed Process: Counselor/director examination of generated data, teacher judgement, clerical staff eval of effectivness of system

Actual Process:

We did not implement the program this year because it was unavailable for an IBM-PC (we did not have an Apple IIe). An Apple IIgs is now on order: dBase II will have to be purchased before we can run it. The need is still there.

Summary of Results: (Please attach supporting data.)

The staff is much more knowledgeable about computerized record-keeping due to this effort. We met with district staff to try to develop a system on the mainframe· explored the idea of buying Filemaker Plus and devising our own set-up on the office Macintosh; then ultimately appropriated some lottery money to order three Apple IIgs computers to use for the student data base. Implementation may be piloted summer term '87 if the equipment arrives.

Other effects:

The decision to order the computers will permit teachers to more easily preview and test adult oriented instructional materials that will ultimately go into a competency-based learning lab.

Additionally, we did a hand tabulated student survey to give us needed information until the system can be on-line.

CLOVIS ADULT SCHOOL
ESL STUDENT SURVEY RESULTS
Levels 1-6
(153 students surveyed)

1. How many years did you go to school in your country?

   44 students had less than one year of formal education

   57 student had 1-6 years of primary education

   11 students had 7-8 years of education

   30 students received some high school education

   11 students had education above high school level

2. How many years have you studied English?

   24 student have studied less than one year

   37 students have one year

   26 students have two years

   19 students have three years

   20 students have four years

   13 students have five years

   11 students have six years

   2 students have seven years

3. Why do you want to learn English? (students were allowed to circle one or two choices)

   69 students want English to get a job

   24 students want English for college

   35 students want to get a high school diploma

   36 students want English to help their children with homework

   62 students want to learn English for everyday life

   3 students had other reasons

4. What do yo need to learn the most? (Students were allowed to choose up to 4 categories)

   80 students chose reading

   71 students chose writing

   53 students chose conversation

   66 students chose grammar

   62 students chose English for everyday life

   34 students chose English for work

   33 students chose masth (+ - X divide)

   51 students chose math (%, dec., fractions)

   19 students chose history

   21 students chose science

   16 students chose geography

5. How many years have you lived in the USA?

   42 students have lived here one year or less

   19 students have lived here for 2-3 years

   16 students have lived here for 4-5 years

   54 students have lived here for 6-7 years

   22 students have lived here for 8 years or longer

Comprehensive Adult Student Assessment System

Agency: Fremont (Sacramento)

Contact Person: John Holbrook

Evaluation Question: What record keeping methods and/or forms to monitor student progress are most effective?

Proposed Process: Analysis of various record keeping forms by staff

Actual Process:

The attached student record form has proved to be cumbersome. Our district superintendent would like to make use of computers so we are waiting before spending time, effort, and money on our own system or recordkeeping.

Summary of Results: (Please attach supporting data.)

Other effects:

California State Department
of Education
Adult Education Field Services Unit
Student Record (Rev. 8-76)

Adult Basic Education Program Student Record

This record is the basis for the statewide ABE reporting system. Each instructor is expected to complete this student record card on each student in attendance during the third week of October and to record on this card the student's progress during the year. If a student transfers to another class, the record card goes with him, and the new teacher records progress but gives the card back to the original teacher for the Table II and Table V reports. This record card is apropos for *all* ABE students and should be so maintained.

I. SCHOOL AND ENROLLMENT INFORMATION

Adult school: FREMONT SCHOOL FOR ADULTS
2420 N. Street

Location: Sacramento, California 95818
Street address City

Hours student enrolled per week: ________ Placement: Level I ☐ Level II ☐

Name of teacher: ______________________
First name Last

Date	Month	Day	Year
Entered:			
Left:			
Returned:			
Dropped:			

II. PERSONAL INFORMATION

Mr.
Mrs.
Miss
(cross out two above) ______________________
Last name First Middle Maiden name

Address: ______________________ ________ ________ ( )
Street or P.O. Box City ZIP code Phone number

Birthdate: ______________ Birthplace ______________ Male ☐ Female ☐
Month Day Year State or country

Citizen of U.S.? Yes ☐ No ☐ Time lived in California: ______________ Employed ☐ Unemployed ☐
Years Months

Marital status: Married ☐ Single ☐ Separated ☐ Divorced ☐ Widow(er)

Veteran: Yes ☐ No ☐ Position in family: Primary support ☐ Contributes support ☐ Dependent ☐

Number of dependents (circle one): 1 2 3 4 5 6 7 8 9 10 11 or more

Source of financial assistance: None ☐ Welfare ☐ Veteran's Administration ☐ Social Security ☐ Department of Indian Affairs ☐

Other (specify): ______________________

Apparent handicap: Yes ☐ No ☐ (If yes, specify in section VI.) Disabled ☐ Retired ☐

III. EDUCATIONAL INFORMATION

Grade completed (circle one): 1 2 3 4 5 6 7 8 9 10 11 12

Last school attended ______________________
Name State or country in which school was located

Type of school: Public ☐ Private ☐ Other: ______________________
Specify

Referral: Self ☐ Family ☐ Friend ☐ Employer ☐ Church ☐ DBP ☐ School ☐ Other: ______________
Specify

Reasons for attendance: Eighth grade diploma ☐ Review basic skills ☐ Learn English as a second language ☐

CASAS

Comprehensive Adult Student Assessment System

Agency: Fremont USD

Contact Person: Judy Asgari

Evaluation Question: How can we adjust our record keeping of the assessment system to maximize use of results?

Proposed Process: Study of results using Apple computer management system

Actual Process:

The process has consisted of two parts: preparation for the management system and evaluation of our prior system. New scanner forms were purchased and software/hardware previewed to make our decision after adopting the Computerized Micro-Management System through DNAE. Aides received practice scoring and reporting using one set of procedures (see attached) and were then to be trained to use the new system.

Summary of Results: (Please attach supporting data.)

We pre-selected software earlier this year for our IBM compatible computers which finally arrived in April. We had hoped to run CASAS tests using these computers and evaluate the results more efficiently than with our hand-scoring of the past, but are still waiting to receive the software we purchased from CASAS in March (the program is being re-written by Richard Ackermann so that it will operate with our Scantron 5200).

Other effects:

The delays have been frustrating but we do intend to have this on-line in September for the next round of CASAS pre-testing.

[redacted]

To teachers: (for testing)

1) Please include the following information on the Scantron forms:

   a. Test Level and Form Number (A-1, B-2, etc.)

   b. Teacher Name

   c. Room #

   d. Student's Name - Last Name First!

2) Submit a Xerox copy of your attendance sheet on the test date (to check spellings).

To aides: (for scoring)

SUPPLIES: Scantron machine (get this from ABE with the ABE cart)
Pencils
Forms - Scantrons/Raw-Scale Charts/Item Analysis
Class Test Record Sheets
Colored Marking Pens

PROCEDURE:

1. Check each packet of forms for teacher name/test level.

   a. Separate tests at different levels.
   b. Make sure all marks are readable.

2. Run forms with appropriate Scantron key.

3. For each class, keep Level A, B, and C scores separate. Use a blank item analysis chart for each test level. First list student names and then mark in color the items each student missed. At the end of each list, total the number correct for each item.

4. Now look at the raw/scale score sheet for each test. Pull out and label "off chart" any scores which are too low or high to be accurate. These we can't use. Keep them separate.

5. List student names of all students from each class in alpha order on the ABE Class Record Sheet. There should be only one list for each class, so the Scantrons of all students in the class may have to be resorted into alpha order. Post the test number and level, and the student's raw score. Then find the scale score and post it, too.

6. Paper clip all class sets of scored tests together. Keep the tests that went off the scale separate with another clip but in the same classroom batch.

7. a. Find the lowest and highest accurate scale scores and post the test scores per class. Write them in the upper right-hand corner.

   b. Find the class average. (Add all scores and divide by the number of students who took the test). Write the class average in the upper left-hand corner.

8. You're done! Thank you for your efforts!

FREMONT UNIFIED SCHOOL DISTRICT
FREMONT ADULT SCHOOL

4700 CALAVERAS AVENUE • MAIN OFFICE (415) 793-6465
FREMONT, CALIFORNIA 94538 ESL BRANCH OFFICE (415) 793-2240

JOHN MAZZONE
Principal

LINDA BAKER EGUINA
Vice Principal

RON CASS
Vice Principal

March 11, 1987

CASAS
3249 Fordham St.
San Diego, CA 92110

Dear Richard,

Thank you for all of your help in assisting me with the preview of the CASAS Micro Management System for scoring our CASAS tests. Enclosed please find the payment of $ 50.00 to cover the cost of the custom cable, floppy diskettes, and documentation. Our agency has agreed to adopt the system through DNAE and arrangements will be worked out accordingly with you and Jane Zinner. I hope to be receiving the de-bugged program within the next 2 to 3 weeks.

Sincerely,

Judy Asgari

Judy Asgari, Department Chair
English as a Second Language

JA/sb

JUDY M. ASGARI
38288 PARKMONT DR.
FREMONT, CA 94536

543

Mar. 10 1987

11-8079/3210

Pay to the Order of CASAS $ 50.00

fifty and 00/100 Dollars

GW GREAT WESTERN SAVINGS
A Federal Savings and Loan Association
125
39396 PASEO PADRE PARKWAY
FREMONT, CA 94538

For Computerized Micro Mgmt System

Judy Asgari

⑆321080796⑆0543 ⑈125 8014208⑈

Agency: Grossmont

Contact Person: Lolita Frost-Ford

Evaluation Question: Have the Grossmont CBAE assessment/guidance system and computerized data base program been refined?

Proposed Process: Comparative analysis: DB II database with this year's program. Staff survey of results

Actual Process:

The demographic report for 1985-86 is attached. This report will be refined in the fall of 1987 when the data for this past year's program (1986-87) has been entered. In addition to the data elements presented in the 1985-86 report, we will be able to show the number of students advancing from one level to the next, the number of students entering the high school diploma program, and the number of students obtaining jobs.

Summary of Results: (Please attach supporting data.)

Other effects:

OCTOBER, 1986

TO: BOB JOHNSTON
FROM: WILLIS AUSTIN
SUBJECT: CASAS REPORT, DEMOGRAPHIC FINDINGS

1.0 THE FOLLOWING REPORT CONTAINS DATA DRAWN FROM THE CASAS DATA COLLECTED DURING THE 85-86 SCHOOL YEAR. THE DATA WERE REPORTED FROM DATABASES WHICH WERE EDITED AS MUCH AS POSSIBLE TO REMOVE REDUNDANT INFORMATION AND DATA ENTRY ERRORS. (IF SUBSEQUENT DATA ARE TO BE ENTERED INTO DATABASES FOR FUTURE USE, IT IS STRONGLY URGED THAT MUCH MORE CODING OF DATA BE DONE TO REDUCE THE NUMBER OF DATA ENTRY ERRORS.) NOTE THAT NOT ALL A.B.E. WERE COMPLETE AND THE TOTALS DO NOT REFLECT THE ENTIRE POPULATION; THERE WERE MANY "NON-RESPONSES".

2.0 THE DATA ARE REPORTED FOLLOWING AS CLOSELY AS POSSIBLE THE GENERAL FORMAT OF THE A.B.E. STUDENT PROFILE. NUMBERS REPRESENT OCCURANCES AND THERE WILL BE SOME OVERLAP IN SOME CATEGORIES BECAUSE MORE THAN ONE ENTRY WAS POSSIBLE. FOR EXAMPLE, MORE THAN ONE GOAL COULD BE SELECTED.

NATIVE COUNTRY:

AFGHANISTAN:	32
ARGENTINA:	1
AUSTRIA:	3
BOLIVIA:	1
BULGARIA:	2
CAMBODIA:	38
CANADA:	1
CHILE:	1
CHINA:	11
COLOMBIA:	19
DOMINICAN REP.	1
ECUADOR:	2
EGYPT:	3
EL SALVADOR:	6
ENGLAND:	1
FRANCE:	1
GERMANY:	2
GREECE:	1
GUATEMALA:	8
HAITI:	1
HONDURAS:	4
HUNGARY:	4
INDIA:	1
INDONESIA:	2
IRAN:	25
IRAQ:	75
ISRAEL:	2
ITALY:	18
JAPAN:	20
JORDAN:	3
KOREA	24
KUWAIT:	2

COUNTRIES CONTINUED:

LAOS:	3
MEXICO:	404
PALESTINE:	1
PANAMA:	3
PERU:	6
PHILIPPINES:	12
POLAND:	7
PUERTO RICO:	4
ROMANIA:	3
RUSSIA:	1
SPAIN:	4
SWITZERLAND:	5
SYRIA:	2
TAIWAN:	4
THAILAND:	2
U.S.A.	137
VIETNAM:	81
YUGOSLAVIA:	2

NATIVE LANGUAGE:

ARABIC:	68
BULGARIAN:	1
CALDEAN:	5
CAMBODIAN:	23
CHINESE:	39
DARI:	17
ENGLISH:	89
FARSI:	30
FRENCH:	3
GERMAN:	11
GREEK:	1
GUJARALI:	1
HEBREW:	2
HMONG:	3
HUNGARIAN:	4
INDONESIAN:	2
ITALIAN:	14
JAPANESE:	19
KHALDEAN:	3
KHMER:	3
KOREAN:	24
PERSIAN:	7
POLISH:	6
ROMANIAN:	3
RUSSIAN:	1
SERBIAN:	1
SLAVIC:	1
SPANISH:	473
SYRIAN:	1
TAGALOG:	10
THAI:	2

```
NATIVE LANGUAGES CONTINUED:

THRKUS            1
VIETNAMESE:      62
VISOYAN:          1
------------------------------------------------------------------------------------------
AGE RANGES:

LESS THAN 16:     1
16 TO 20:       159
21 TO 25:       200
26 TO 30:       152
31 TO 35:       127
36 TO 40:        88
41 TO 45:        78
46 TO 50:        47
51 TO 55:        28
56 TO 60:        31
61 TO 65:        13
OVER  65:         0
------------------------------------------------------------------------------------------
DISTRIBUTION BY GENDER:

FEMALES:        629
MALES:          338
------------------------------------------------------------------------------------------
EMPLOYMENT:

FULL TIME:      107
PART TIME:       61
UNEMPLOYED:     361
------------------------------------------------------------------------------------------
NUMBER OF YEARS OF SCHOOL COMPLETED:
 1    YEAR :     12
 2    YEARS:     18
 3    YEARS:     44
 4    YEARS:     26
 5    YEARS:     33
 6    YEARS:     98
 7    YEARS:     37
 8    YEARS:     60
 9    YEARS:     74
10    YEARS:     64
11    YEARS:     71
12    YEARS:    147
13    YEARS:     37
14    YEARS:     24
15    YEARS:     22
16    YEARS:     31
17    YEARS:     10
18    YEARS:     12
------------------------------------------------------------------------------------------
```

NUMBER OF YEARS OF ENGLISH COMPLETED:

1 YEAR :	128
2 YEARS:	96
3 YEARS:	67
4 YEARS:	36
5 YEARS:	11
6 YEARS:	22
7 YEARS:	10
8 YEARS:	14
9 YEARS:	6
10 YEARS:	20
11 YEARS:	15
12 YEARS:	8

"CLASSES" IN WHICH NOW ENROLLED:

A.B.E.	102
E.S.L.	936
H.S.D.	53

GOAL(S) OF STUDENTS:

IMPROVE LISTENING AND SPEAKING SKILLS:	698
IMPROVE READING AND WRITING SKILLS :	686
IMPROVE MATH SKILLS :	64
PRE-VOCATIONAL E.S.L. :	14
JOB TRAINING :	46
GO TO COLLEGE :	50
G.E.D. :	30
OBTAIN HIGH SCHOOL DIPLOMA :	96
OBTAIN A JOB :	244
OBTAIN A BETTER JOB :	107
OBTAIN CITIZENSHIP :	68

OBSERVATIONS:

1. DATA COLLECTION, RECORDING, AND ENTRY PROCEDURES SHOULD BE REFINED. CODIN WOULD PROBABLY PROVE HELPFUL IN REDUCING ERRORS.

2. DATA RECORDING ON THE A.B.E. STUDENT PROFILE FORM SHOULD BE CONSISTEN ACROSS TEACHERS AND CLASSES. FOR EXAMPLE, ON SEVERAL OCCASIONS, THE CITY O BIRTH WAS GIVEN RATHER THAN THE NATIVE COUNTRY. AGAIN, AMERICA AND UNITE STATES WERE BOTH CITED AS PLACES OF BIRTH. COMPUTERS DISTINGUISH BETWEEN SUC ENTITIES WHILE THE HUMAN CAN OFTEN TELL FROM CONTEXT THAT BOTH TERMS DESIGNAT THE SAME COUNTRY.

3. MANY DATA FIELDS WERE NOT FILLED IN ON THE A.B.E. STUDENT PROFILE FORMS FOR EXAMPLE, THERE WERE 145 UNFILLED FIELDS WHERE YEARS OF SCHOOL WERE CALLE FOR.

Comprehensive Adult Student Assessment

Agency: Kern

Contact Person: Letitia Thompson

Evaluation Question: In order to determine long term student gains, what methods for collection of data will best serve the needs of this agency?

Proposed Process: Analysis of student gains over an extended period of time

Actual Process: A variety of data collection methods was attempted by a selected committee of ABE teachers and administrators in an effort to secure a method that would best serve this agency. Through this committee a competency chart was developed and revised where-by each student's scores accompany the student as he/she changes levels. It was further agreed that these records would be housed for two years or longer if student is still active.

Summary of Results: (Please attach supporting data.)

Because of this new process, teachers are enjoying receiving immediate positive response and gratifications from adapting their instructional program to a greater degree of individualization.

Other effects:

CASAS

Comprehensive Adult Student Assessment System

Agency: Milpitas Adult School

Contact Person: Karen Angarano

Evaluation Question: Can an competency check-off list for monitoring student movement be designed to match program needs?

Proposed Process: Staff input; examination of identified competencies

Actual Process: Same as above.

Summary of Results: (Please attach supporting data.)

A competency check-off list was designed for each level based upon identified competencies taught including those tested by the exit level tests. The success of this listing was not determined during this past year. It will be addressed starting with the summer program starting July 6, 1987 and continuing into the 87-88 school year.

Other effects:

QUALITATIVE PROGRESS REPORT

STUDENT NAME ______________________________ ESL LEVEL A

UCATIONAL OBJECTIVE	CONCEPT	DATE STARTED	DATE COMPLETED	EVALUATION
CONSUMER ECONOMICS				
1.1.	Measurement			
	Temperature			
	Money			
	Weight/Volume			
1.2.	Shopping ads and labels			*
1.4.	Housing Terms			
	Housing Ads			
1.8.	Savings/Checking Accounts			*
COMMUNITY RESOURCES				
2.1.	Telephone Directory			
	Emergency Calls			
	Phone Bills			
2.2.	Transportation Signs			*
	Transportation Types			
	Schedules			*
2.3.	Clock/Time			*
	Calendar			*
2.4.	Address letters and envelopes			
2.5.	Signs (in daily life)			*
	Library			

EDUCATIONAL OBJECTIVE	CONCEPT	DATE STARTED	DATE COMPLETED	EVALUATION
2.6.	Menus			
HEALTH				
3.1.	Ailments			*
	Appointments			*
	Medicine Labels			*
OCCUPATIONAL KNOWLEDGE				
4.1.	Job applications			
	Job Ads			
	Standards of behavior on job			
	Work Vocabulary			
4.2.	Wages/Deductions			
4.3.	Safety Signs			
MATHEMATICS				
6.1. (Whole numbers)	Addition			
	Subtraction			
	Multiplication			
	Division			
	Perform multiple operations			

(See course outline for full description of educational objective. content and learning activities

*LEVEL EXIT TEST: DATE:________ SCORE:________

STUDENT NAME ______________________________

EDUCATIONAL OBJECTIVE	CONCEPT	DATE STARTED	DATE COMPLETED	EVALUATION
CONSUMER ECONOMICS				
1.1.	Measurement			
	Temperature			
	Money			
	Weight/Volume			
1.2.	Shopping ads and labels			
1.4.	Types of housing			★
	Housing ads			★
	Lease and rental agreements			★
	Utility info			★
	Home Maintenance			
1.8.	Savings/Checking Accounts			★
COMMUNITY RESOURCES				
2.1.	Telephone Directory			★
	Emergency Calls			
	Time Zones			★
	Telephone Bills			★
	Pay Phone Use			
2.2.	Transporation Signs			★
	Transportation Types			
	Schedules			★
	Transportation Maps			★

EDUCATIONAL O VE	CONCEPT	DATE D	DATE TED	EVALUATION
2.3.	Clock/ Time			★
	Calendar			★
2.4.	Address letters and envelopes			
	Postal rates and services			
2.5.	Signs/Directories			★
	Library			
2.6.	Use of entertainment info			
	Menus			
HEALTH				
3.1.	Ailments			★
	Appointments			★
3.2.	Medical Forms			
3.3.	Medical Labels			★
OCCUPATIONAL KNOWLEDGE				
4.1.	Job applications resumes			★
	Job ads			★
	Standards of behavior for interview			
	Work Vocabulary			★
4.2.	Wages/Deductions			★
4.3.	Safety Signs			
	Reporting hazard and accidents			
GOVERNMENT AND LAW				
5.3.	Legal forms and rules			
	Traffic Ticket information			

(See course outline for fu
educational objective,
content and learning activi

* LEVEL EXIT TEST: DATE ______ SCORE: ______

ESL - LEVEL C

STUDENT NAME ______________________________

EDUCATIONAL OBJECTIVE	CONCEPT	DATE STARTED	DATE COMPLETED	EVALUATION
CONSUMER ECONOMICS				
1.1.	Measurement			*
	Temperature			*
	Recipes			
1.2.	Discounts			*
	Unit Price			*
	Labels			
1.4.	Housing ads			*
	Lease/Rental Agreements			*
	Utility Info			*
	Home Maintenance			
	Home protection			*
1.8.	Savings/Checking Accounts			
	Interest			
COMMUNITY RESOURCES				
2.1.	Telephone Directory			*
	Emergency Calls			
	Time Zones			*
	Telephone Bills			
	Phone Messages			
2.2.	Transportation Signs			
	Schedules & Fares			*
	Maps			

TIONA OBJECTIVE	CON	TE STARTED	DATE COMPLETED	EV ON
2.4.	Address letters and envelopes			
	Postal rates and services			
2.5	Signs/Directories			
	Library			
2.6.	Menus & Costs			
	Use entertainment Information			
HEALTH				
3.1.	Ailments			
	Appointments			
3.2.	Medical Forms			*
3.3.	Medical Labels			*
OCCUPATIONAL KNOWLEDGE				
4.1.	Job Applications/Resumes			*
	Job Ads			*
	Standards of behavior for interview			
	Work vocabulary			*
4.2.	Wages/Deductions			*
4.3.	Safety Signs			
	Safe work procedures			
GOVERNMENT AND LAW				
5.3.	Legal forms and rules			
	Traffic Tickets Information			
5.4.	Income Tax forms			
	Sales Tax forms			

(See course outline for full educational objective, content and learning activity)

* LEVEL EXIT TEST: DATE ______ SCORE ______

Comprehensive Adult Student Assessment System

Agency: Montebello Adult School

Contact Person: Lillian Sacco

Evaluation Question: What was the average gain per student? How did this compare with previous years?

Proposed Process: Analysis of student gains over a period of years

Actual Process:

As noted on the previous page, up to the present we have not had an adequate system for managing the wealth of data produced by the CASAS Survey Achievement Tests. Individual teachers have received information about the test scores achieved by their students. But we have lacked the capability to do comprehensive comparison of test scores and gains.

Summary of Results: (Please attach supporting data.)

In order to acquire the capability to evaluate and analyze the data from the multitude of pre and post test scores from the CASAS Survey Achievement Tests, we are planning to acquire and implement the CASAS Micro Management System (CMMS). With the system in place, we will have the capability to compute gains by students and do comprehensive comparisons of test scores, and gains

Other effects:

Comprehensive Adult Student Assessment System

Agency: San Mateo

Contact Person: Mike Roddy

Evaluation Question: To what extent are profiles and records of students' progress in an ESL program efficient and useful?

Proposed Process: Evaluation of present record keeping forms by staff

Actual Process: This stays with us as a future development but we feel that with our resource librarian keeping track of pre and post CASAS scores, and our new position of student services aide getting to know students' movement through the program better, plus the addition nexy year of a computerized office system, we are getting closer to answering this question with more concrete results.

Summary of Results: (Please attach supporting data.)

Other effects:

Comprehensive Adult Student Assessment System

Agency: Simi Valley Adult School

Contact Person: Marirose Kozak

Evaluation Question: How will administrators and teachers monitor student progress?

Proposed Process: Observation of student performance/Analysis of CASAS pre/post test scores

Actual Process: (COMBINED WITH SUMMARY OF RESULTS - See Attachment A)

Summary of Results: (Please attach supporting data.)

Other effects: (See Attachment B)

Agency: Simi Valley Adult School
Contact Person: Marirose Kozak

Attachment A

CASAS

COMPREHENSIVE ADULT STUDENT ASSESSMENT SYSTEM

Evaluation Question: How will administrators and teachers monitor student progress?

Proposed Process: Observation of student performance/Analysis of CASAS pre/post test scores

COMBINED ACTUAL PROCESS AND SUMMARY OF RESULTS:

1. Analysis of CASAS Pre-Post Test scores

   Test scores are analyzed, and the results are incorporated in the course outlines and lesson plans.

2. Observation of Students Performance

   Applied Performance Tests are given to students. Results of these tests are analyzed to find out students' strengths and weaknesses. Lesson plans are altered/structured to reflect these results.

3. Analyses of scores of Instructional Unit Tests, Level Exit Tests and Program Exit Test.

   The results of the analyses are incorporated in the lesson plans, and sometimes used to alter teaching methods.

4. Analysis of Retention Rate of students enrolled in the ESL program.

   A. Students are encouraged to discuss problems and ask questions pertaining to their progress in learning English.

   B. Students are encouraged to notify teachers of reasons for leaving program. These discussions often reveal the progress/or lack of it, made by students.
   Example: Some students feel confident enough to pass the TOEFL test, enter a college/university; obtain a better job; accept an employment promotion; enroll in a vocational class.

5. Class Observation

   The interest level rate of participation, enthusiasm or lack of these shown by students, can be observed by teacher or administrator during class time.

Agency: Simi Valley Adult School
Contact Person: Marirose Kozak

Attachment B

OTHER EFFECTS:

1. Class settings are in the process of being modified to reflect students' needs.

   Example: 1) Establishment of learning labs (still in process)
   2) Addition of modern equipment/material such as:
      - 1 Apple Computer + 2 TRS80 Computers
      - 2 TVs
      - 2 Video recorders
      - ESL video tapes
      - display racks
      - computer cabinet

2. The above equipment and materials improve the retention rate of students. They help satisfy students needs.

   1) Individual Study - students can come to class at their convenience.
   2) Students with special needs can work in Learning labs with assistance from teachers/aides.

3. Additional teacher/aide training is provided.

4. Teaching methods are revised/modified when necessary. All of the above help increase students' motivation, learning self-confidence.

Comprehensive Adult Student Assessment System

Agency: Torrance Adult School

Contact Person: Bertie Wood

3, Evaluation Question: How can the Comp. Deskpro w/ Dbase III, Lotus 1 2 3, Wordstar 2000 and a Scantron be programmed to make use of Placement information?

Proposed Process: Review a variety of reports that are generated by this system

Actual Process:

Comprehensive Adult Student Assessment System

Agency: Visalia

Contact Person: Adele Stone

Evaluation Question: What record keeping procedures are most useful and accurate in tracking student progress in checking competencies?

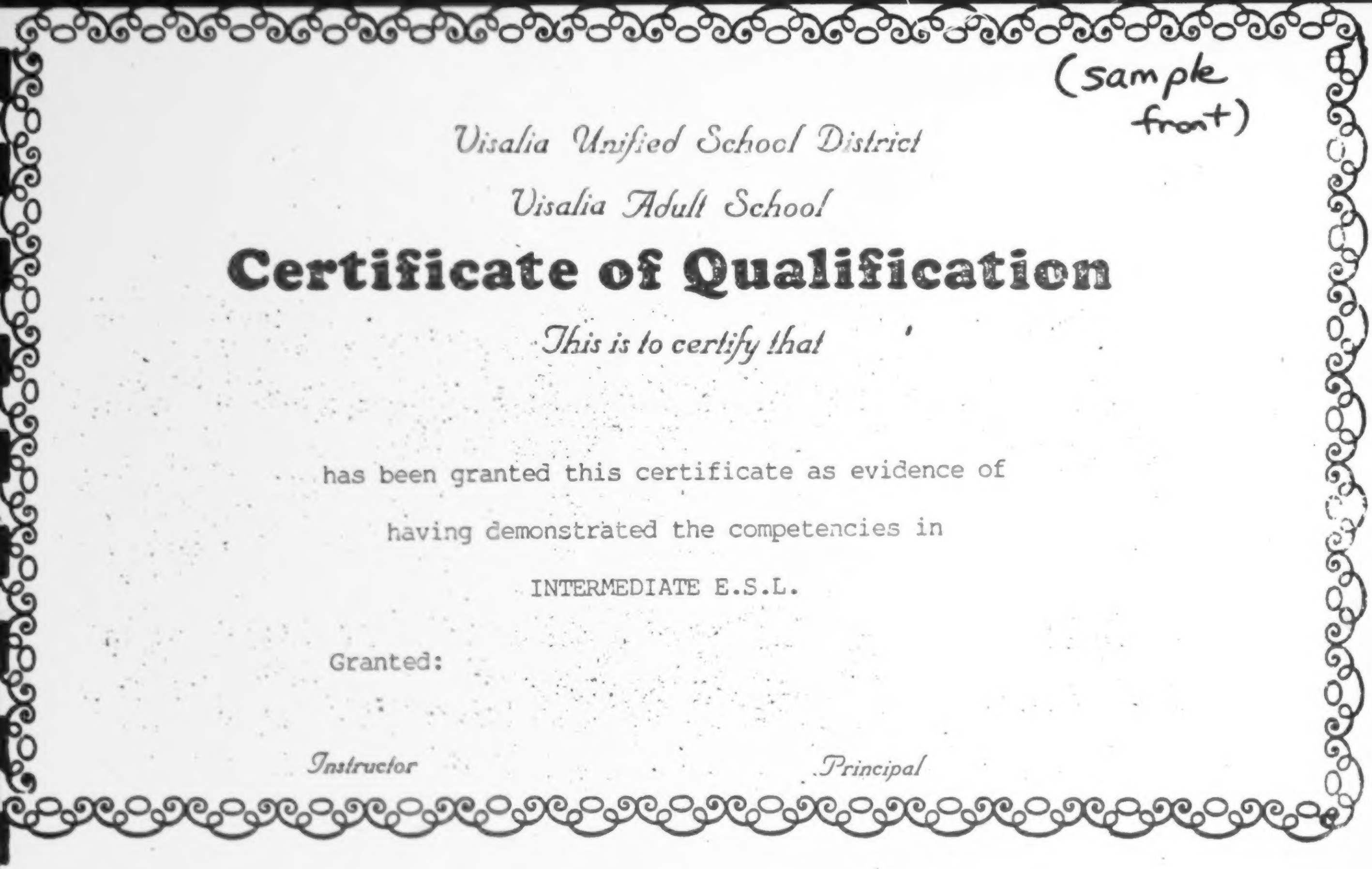
Proposed Process: teacher survey of various record keeping procedures

Actual Process: A committee of teachers worked on developing a competency checklist form for use by instructors in tracking completion of competencies. The competency areas addressed were those derived from students, teachers and advisory committee input. The teacher committee presented the lists to all the teachers with appropriate modifications and adjustments being made.

Summary of Results: (Please attach supporting data.)

The attached life skills student competency form is the instrument that is the outcome of the effort. This form is maintained in the student folder and travels with the student to the various levels of instruction.

Other effects: The Visalia Adult School also presents a Certification of Qualification to each student who has demonstrated competencies at each specific level. These competencies are listed on the back of each certificate. (Sample attached.)



(sample front)

Visalia Unified School District

Visalia Adult School

Certificate of Qualification

This is to certify that

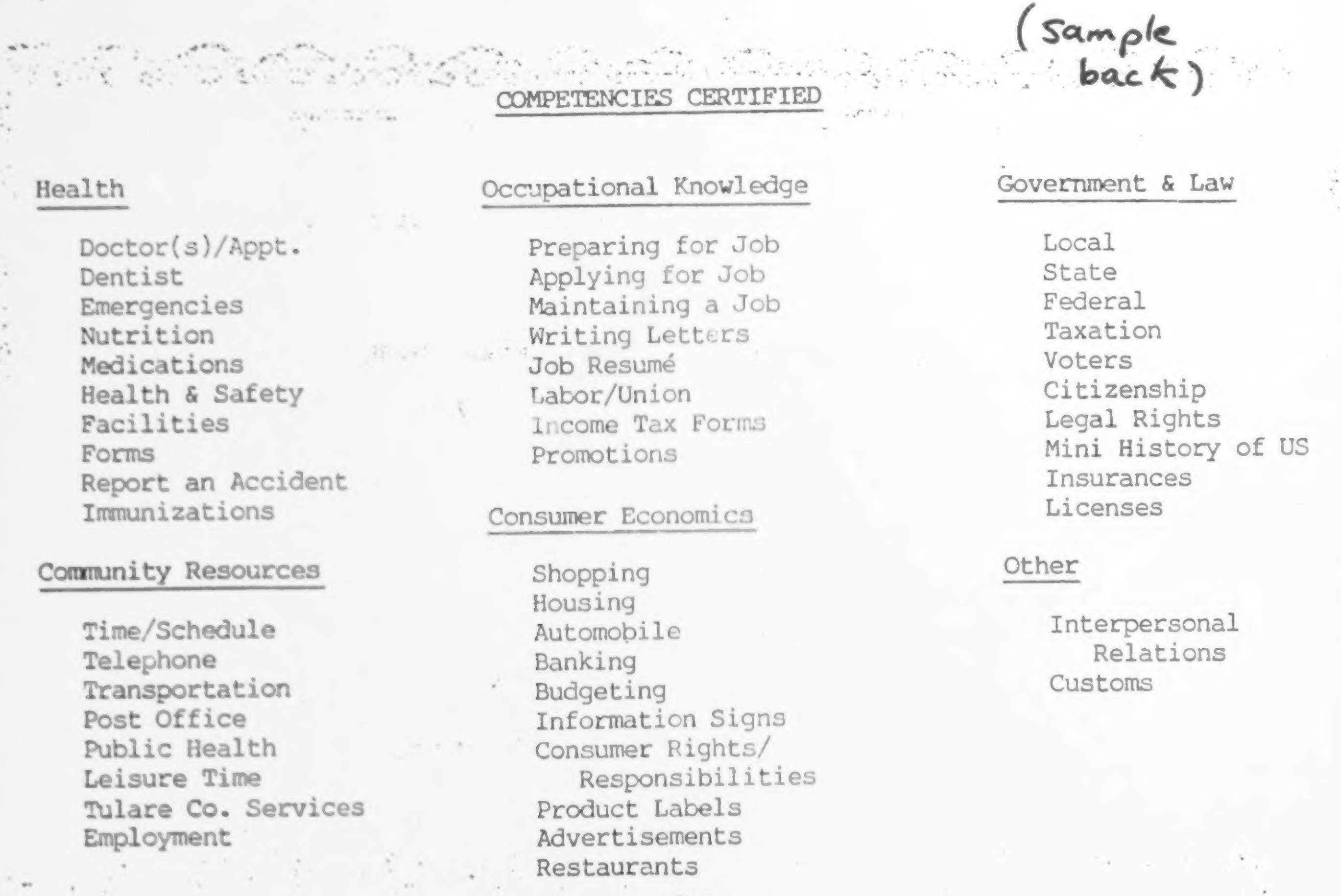
has been granted this certificate as evidence of

having demonstrated the competencies in

INTERMEDIATE E.S.L.

Granted:

Instructor *Principal*



(sample back)

COMPETENCIES CERTIFIED

Health

- Doctor(s)/Appt.
- Dentist
- Emergencies
- Nutrition
- Medications
- Health & Safety
- Facilities
- Forms
- Report an Accident
- Immunizations

Community Resources

- Time/Schedule
- Telephone
- Transportation
- Post Office
- Public Health
- Leisure Time
- Tulare Co. Services
- Employment

Occupational Knowledge

- Preparing for Job
- Applying for Job
- Maintaining a Job
- Writing Letters
- Job Resumé
- Labor/Union
- Income Tax Forms
- Promotions

Consumer Economics

- Shopping
- Housing
- Automobile
- Banking
- Budgeting
- Information Signs
- Consumer Rights/Responsibilities
- Product Labels
- Advertisements
- Restaurants

Government & Law

- Local
- State
- Federal
- Taxation
- Voters
- Citizenship
- Legal Rights
- Mini History of US
- Insurances
- Licenses

Other

- Interpersonal Relations
- Customs

LIFE SKILLS STUDENT COMPETENCIES

Student Name____________________ M F S.S. #____________________ Phone________________

Circle One

HEALTH	Level A	Level B	Level C
Doctor(s)/Appt.			
Dentist			
Emergencies			
Nutrition			
Medications			
Health & Safety			
Facilities			
Forms	☒		
Report an Accident			
Immunizations			

CONSUMER ECONOMICS	Level A	Level B	Level C
Shopping			
Housing			
Automobile			
Banking			
Budgeting			
Information Signs			
Consumer Rights/ Responsibilities			
Product Labels			
Advertisements			
Restaurants			

COMMUNITY RESOURCES	A	B	C
Time/Schedule			
Telephone			
Transportation			
Post Office			
Public Health			
Leisure Time			
Tulare Co. Services			
Employment	☒		

GOVERNMENT & LAW	A	B	C
Local	☒		
State	☒		
Federal			
Taxation			
Voters			
Citizenship			
Legal Rights			
Mini History of US	☒		
Insurances			
Licenses			

OCCUPATIONAL KNOWLEDGE	A	B	C
Preparing for Job			
Applying for Job	☒		
Maintaining a Job	☒		
Writing Letters			
Job Resumé	☒		
Labor/Union	☒		
Income Tax Forms			
Promotions	☒		

OTHER	A	B	C
Interpersonal Relations			
Customs			

	A	B	C
Certificate Awarded (Date)			
Teacher			

USD
6/87

Section IX

Employability

Comprehensive Adult Student Assessment System

Agency: Fremont Union (Sunnyvale)

Contact Person: Mary Pereira

Evaluation Question: Do the scores on applied performance tests correlate with student achievement goals? (JTPA)

Proposed Process: Comparison study: applied performance scores with other measures of student achievement

Actual Process:

Teachers revised existing pre-test and added a post-test scoring bar so the employability competencies could serve as a pre/post performance evaluation per JTPA model standards. The instruments were immediately field tested in two existing skills training programs. The materials were then readied for use with JTPA youth consortium pre-employment services.

Summary of Results: (Please attach supporting data.) (Other effects)

Our evaluation of the Applied Performance Test/Job Placement Summary indicated further instructional and counseling questions to be answered.

- Why were 9 out of 30 students, with a job placement goal, not pre-tested or offered employability instruction?
- Why were 9 students, with job placement goals, offered minimal pre-employment instruction and counseling at an applied performance level?

Other effects: (Summary of Results*)

Thirty students had a goal of obtaining a job.

-Of the 15 students who got a job, 12 received instruction in pre-employment skills and passed an average of 1 to 2 applied performance past-tests. Three abstained from employability instruction and/or post testing.

-Of the 15 students who did not get a job, 9 received instruction in pre-employment skills and passed an average of 1 to 2 applied performance post-tests. Six abstained from employability instruction and/or post-testing.

(continued on back side)

APPLIED PERFORMANCE TEST AND JOB PLACEMENT SUMMARY

STUDENT NUMBER	MEET JOB GOAL		NUMBER APPLIED PERFORMANCE POST-TESTS PASSED
	YES	NO	
1		X	3
2		X	1
3		X	0
4		X	0
5		X	0
6		X	1
7		X	0
8		X	0
9		X	0
10		X	5
11		X	4
12		X	2
13		X	2
14		X	2
15		X	2
			22
16	X		1
17	X		0
18	X		2
19	X		1
20	X		1
21	X		1
22	X		2
23	X		2
24	X		0
25	X		0
26	X		1
27	X		1
28	X		1
29	X		2
30	X		5
			20

GRAND TOTAL: 42

Comprehensive Adult Student Assessment System

Agency: Martinez

Contact Person: Royal Sherwood or Katharine Prout

Evaluation Question: How effective are the current teaching strategies used in the VESL program program at promoting attainment of pre-voc competencies?

Proposed Process: Analysis of CASAS pre/post vocational achievement test scores

Actual Process: Due to program change, pre- and post-vocational achievement tests were not administered. However, this testing is scheduled to be implemented in fall of 1987. The process used to determine if current teaching strategies are effective was a survey of teachers and students and the tracking of students who left the program to take jobs/better jobs.

Summary of Results: (Please attach supporting data.)

The 2 teachers reported improvement of work-related competency skill levels and are eager to document this in upcoming testing. 16 students surveyed in class felt they were learning vocational competencies well under existing instructional strategies. 4 students said they had been moved to a higher level in the multi-level VESL class as they mastered competencies. 5 students requested that more difficult competencies be introduced. 12 students stated that they felt more confident about prospects for getting a job or a better job.

Other effects:

1. Teachers are enthusiastic about Fall '87 pre- and post-testing and have requested training to administer tests.
2. Teachers are more willing to spend a greater percentage of class time on vocational life skills.
3. Current strategies have improved retention.
4. Teachers show great interest in familiarizing themselves with VESL materials and have set up a VESL reference area which aided considerably in textbook selection for Fall, 1987.

Comprehensive Adult Student Assessment System

Agency: San Francisco Community College District

Contact Person: George Woodward

Evaluation Question: Does the vocational competency questionaire yield useful data?

Proposed Process: Vocational competency questionaire analysis by program committees as to degree of usefulness for curriculum design

Actual Process: A workshop was designed to bring teachers together from vocational training classes, ESL, and ABE. Teams of three -- one teacher from each program -- responded to the CASAS Vocational Skills Questionnaire. There were four such teams, so four separate vocational training classes were analyzed for skill "pre-requisites." The teachers were asked whether answering the questionnaire gave useful data and whether the process was beneficial.

Summary of Results: (Please attach supporting data.)

(1) The teachers said the answers to the questionnaire would be useful in planning ESL and ABE instruction. The vocational training instructors were glad to give the ESL/ABE instructors realistic data to use in planning, and they also remarked that the process gave them greater understanding of the problems their students faced in reading, writing, etc.

(2) All participants enjoyed the process and the opportunity to exchange views with teachers in the other two programs.

(3) There was agreement that, while the math skills on the questionnaire served to describe proficiency levels, that that was not the case with the reading skills listed. As ABE and ESL teachers need to know the pre-requisite level of reading skills that will be required of their students for vocational training entry, a follow-up workshop will be held for the same teachers to examine reading samples and assign program levels to them.

Other effects:

The workshop was very successful. We plan to hold similar sessions for ABE and ESL teachers to meet with other vocational training instructors. Our intent is to review all training classes which the ESL and ABE students could enter and to disseminate the information to teachers and counselors. We hope to write reading modules for students which will describe the training opportunities.

CASAS

Comprehensive Adult Student Assessment System

Agency: Sweetwater UHSD

Contact Person: Lynne Robinson

Evaluation Question: What percentage of students who score 225+ in reading on the GAIN Appraisal pass the GED and how long do they take?

Proposed Process: Track AFDC recipients according to Appraisal scores, GED tests, and time in class.

Actual Process:

Tracked AFDC recipients according to Appraisal scores, GED tests, and time in class.

Summary of Results: (Please attach supporting data.)

1. 77% of students scoring 225 on the GAIN appraisal or "subsequent CASAS pretest passed the GED".

   28 students were enrolled with Appraisal scores of over 225.
   1 student had a 223 on the Appraisal but scored 225 on pretest.
   2 students scored only 207 on the Appraisal but pretesting proved that their achievement level was over 230.

   Of these 31 students 5 had less than 150 hours of instruction and could not be considered.

2. Hours of attendance for passing students ranged from 126 - 297.
3. The average number of hours that passing students were enrolled was 214.

Only one student passed the GED who did not score 225+ on the Appraisal or subsequent pretest. She took the test in Spanish, her native language.

CASAS

Comprehensive Adult Student Assessment System

Agency: Sweetwater UHSD

Contact Person: Lynne Robinson

Evaluation Question: What percentage of students scoring 215 - 224 on the GAIN Appraisal and/or pretest successfully completed the GED curriculum.

Proposed Process: Track AFDC recipients and compare test results and course of study.

Actual Process:
Tracked students entering GAIN pilot with Appraisal score ranged 215 - 224.

Summary of Results: (Please attach supporting data.)
Eight students in this range completed over 100 hours of instruction.

37% of these attempted the GED. [3]

One passed in her native language.

Two did not pass after 200 and 300 hours of instruction.

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San Diego Community College District Foundation, Inc.

CASAS

Comprehensive Adult Student Assessment System

Agency: Sweetwater UHSD

Contact Person: Lynne Robinson

Evaluation Question: How do GAIN Appraisal scores relate to pretests scores. (CASAS 13-16)

Proposed Process: Record and analyze results.

Actual Process:

Recorded GAIN score and pretest scores to analyze results.

Summary of Results: (Please attach supporting data.)

30 - cases - 2 extremes deleted because of obvious scoring or marking errors (207 - 232 and 207 - 235)

1-17 - Range of difference

5.7 - Average difference

75% of the time the Appraisal and pretest difference was under 7 points

GAIN APPRAISAL SCORES 215 - 224 [redacted]

[redacted]

NAME	DATE ENTERED	GAIN APPRAISAL READ	GAIN APPRAISAL MATH	CASAS SURVEY ACHV. 1	HRS	2	CHANGE	CASAS CERTIFICATION READ	CASAS CERTIFICATION MATH	PRACTICE GED W	SS	SC	R	M	GED W	SS	SC	R	M		HOURS ATT.	EXIT
[redacted]																						
AYALA, Henry	3/3/87	205	200	204	215	214	10	216	201													
[redacted]																						
alhoun, Lorella	1/5/87	207	191	235						41		49	37	46	49	46	45	44	47	P	285	
[redacted]																						
er[redacted]ntes, Hector	1/5/87	207	191					217	206													
[redacted]																						
[redacted], Yolanda	1/5/87	214	191	⑬216	308	⑬228	12	232	212													
[redacted]																						
e Los Rios, Maria	1/5/87	223	191	227		230	3	234	213													
Di[redacted], Alberta	6/9/87	216	207																32			
Duran, Jose	1/13/87	201	196	⑬218	220	⑬232	14	220	217													
Echegaray, Blas	5/5/87	219	200								23	42							45			
[redacted]																						
[redacted]ez, Manuel	2/17/87	207	235	⑬232						[illegible]	55	52	46	46	50	50	46	48	52	P	126	
Garcia, Gabriel	1/13/87	0	0	⑬186	371	⑬212	26	211	208													
[redacted]																						
Hernandez, Max	4/7/87	207	215	⑬210	232	⑬223	13	216	213													
H[redacted]algo, Frances	4/7/87	219	200	⑬213	232	⑬211	-2	208	207													
I[redacted]iroz, Maria	1/5/87	207	185	200	338	228	28	234	215													
[redacted]																						
McEwan, Sandra	1/26/87	216	203	⑬224	232			228	207													
[redacted]																						
Navarro, Liliana	2/10/87	205	176	⑬210	277	⑬228	18	232	201													
Oc[redacted]ampo, Ma Leticia	1/5/87	216	175	⑬221	380	⑬232	11	228	204													
[redacted]																						
Quiros, Maria	1/5/87	218	209	⑬221						[illegible]	42	47	42	43	57	48	57	53	56	P	297	
[redacted]																						
Romero, David	4/7/87	218	225								43	43			57		49		50			
[redacted]																						
Silvas, Philip	1/5/87	207	200	⑬210	325	⑬230	20															EMPLOYED
So[redacted], Eleanor	1/5/87	182	203	186																		Medical
[redacted]																						
To[redacted]es, Steve	1/20/87	223	212	⑬225						3	48	47	42	48	44	49	53	45	44	P	196	
[redacted]																						
Va[redacted]errama, Lupe	1/5/87	219	203	⑬206	303	⑬228	22	224	220													

[redacted]

CASAS READING TEST SCORES

APPRAISAL	PRETEST	POST TEST	CERTIFICATION
0	186	212	211
182	186	dropped/medical	
201	218	232	220
205	204	214	216
205	210	228	232
207	200	228	234
207			217
207	210	223	216
207	210	230	employed
207	235	GED	
207	232	GED	
214	216	228	232
216	new student		(GED M-32)
216	224		228
216	221	232	228
218	221	(PASSED GED IN SPANISH IN 297 HRS)	
218		(GED TESTS NOT ATTEMPTED IN 300 HRS)	
219		(GED TESTS SSP-23, SCP-42, M-45 IN 200 HRS)	
219	213	211	208
219	206	228	224
223	227	230	234
223	225	(PASSED GED IN 197 HOURS)	

APPRAISAL	GED READING	GED BATTERY
225	41	(Incomplete -200 hours)
225		(Moved to voc. ed. program)
225	-	employed
227	47	passed all
227	43	employed
227	47	passed all
227	51	passed all
227	-	(New student)
229	39	(Dropped - excessive absences)
229	40	(Did not pass first attempt, still enrolled)
229	44	passed all
229	46	passed all
231	-	employed
231	41	(Did not pass first attempt/dropped medical)
231	53	(Dropped - medical reasons)
234	44	passed all
234	48	passed all
234	52	passed all
234	55	passed all
234	55	passed all
237	51	(Incomplete - 100 hours)
241	45	passed all
241	46	passed all
245	50	passed all
245	58	passed all
245	60	passed all
253	52	passed all
254	50	passed all

CASAS MATH TEST SCORES

APPRAISAL	CERTIFICATION
0	208
175	204
176	201
185	215
191	206
191	212
191	213
196	217
200	201
200	207
203	207
203	220
215	213

APPRAISAL	GED
196	39
203	(MOVED TO VOC PROGRAM)
203	43
203	48
207	40
207	47
209	41
209	42
209	(EMPLOYED)
212	30
212	47
212	48
215	44
217	45
217	45
217	51
222	47
222	54
225	53
225	58
228	(EMPLOYED)
228	57
228	54
231	46
231	58
240	53

OTHER CONCLUSIONS

TOTAL SAMPLE

50 STUDENTS

APPRAISAL DISTRIBUTION

0 - 214 = 12
215 - 224 = 10
225 - 254 = 28

EDUCATIONAL PROGRESS OF THE 12 STUDENTS ENTERING WITH 0-214 SCORES

2 students passed the GED tests. HOWEVER: Appraisal scores were shown invalid for both students when they were pre-tested using CASAS C-15. In both cases the appraisal score was 207 and the pretest showed that the students had achievement scores of 232 and 235. Both students attempted the GED Curriculum and passed the GED test, one in 126 hours of study, the other in 285 hours.

3 students achieved the 225 certification level as measured by the READING TEST - FORM 503.
None achieved the 225 certification level in math (CASAS 504).

4 achieved the 215 certification level in reading. (CASAS-503)
2 achieved the 215 certification level in math. (CASAS - 504)

1 entered with appraisal scores of 0/0 and had achieved a 211 level in reading and 208 level in math by the end of the six month pilot.

1 was employed.

1 dropped for medical reasons.

EDUCATIONAL PROGRESS OF STUDENTS ENTERING WITH APPRAISAL SCORES OF 215-224 (TEN STUDENTS)

FIVE ATTEMPTED THE GED CURRICULUM

2 students passed the GED. HOWEVER: One entered with a 223 appraisal score and received a 225 on the C-15 pretest. The other was appraised at 218, pretested at 221 and took the GED test in Spanish. (She was the only student in the program who took the Spanish form of the GED.)

1 has had less than 100 hours in the program and scored only 32 on her first GED test.

2 have not yet passed the GED after 217 and 300 hours of instruction.

---

3 students achieved the 225 certification level as measured by the

3 students achieved the 225 certification level as measured by the Reading Test - Form 503.
None achieved the 225 math certification level.

2 students did not achieved 225 certification in either reading or math; one after 250, the other after 600 hours of instruction.

EDUCATIONAL PROGRESS OF STUDENTS ENTERING WITH APPRAISAL SCORES OF 225-254
(TWENTY-EIGHT STUDENTS)

2 were employed before completing the GED curriculum.
1 dropped to enter a vocational training program.

TWENTY-FIVE CONTINUED IN THE GED CURRICULUM

17 passed the GED test.

5 took all five tests but did not receive adequate scores.
    1 of the 5 was employed and could not continue the program.
    2 of th
5 dropped from the program for medical reasons.
    1 was dropped because of excessive absences.
    1 is still enrolled.

2 have not completed but have less than 100 hours of instruction.

1 has not completed after 200 hours of instruction.

HOURS OF ATTENDANCE FOR STUDENTS PASSING THE GED

RANGE = 126-297
AVERAGE = 214

All students, except one, who successfully completed the GED test have entered with scores of 225 or above either on the appraisal or the subsequent CASAS Survey of Achievement Test. The one exception took the GED in her native language.

MATH APPRAISAL/MATH CERTIFICATION TEST DATA

In the six month pilot 92% of the students taking both tests showed growth in the area of math. (All entered with appraisal scores under 215.)
15.8 was the average scale growth.
23% (3 out of 13) reached the certification level of 215.

Section X

Guidance

Agency: Fremont Union (Sunnyvale)

Contact Person: Mary Pereira

Evaluation Question: Do assessment center staff provide counseling and referral services during initial placement?

Proposed Process: Student questionnaire with sample of student population

Actual Process:

The actual process included the inservicing of two part-time instructors who were to provide ESL student counseling and referral services during initial placement and upon student requested during the September 1986.

The process, envisioned as part of the CASAS consortium objective, included inservicing four teachers and administering a student questionnaire to a sample of students regarding student placement and counseling services received.

Summary of Results: (Please attach supporting data.)

Since no instrument was developed, the question of center staff providing appropriate counseling and referral can be assessed from numbers and areas of referral activities noted in informal staff interviews. Three areas are notable. First, increased staff counseling time was provided based on student need over previous years. Second, appropriate ESL student placements increased as indicated by fewer requests for class transfers and fewer program dropouts. Third, the variety of counseling and referral services expanded to include GAIN related counseling (i.e. verification of attendance and coordination of other support services), INS attendance verification and general attendance information. General counseling and referral services continued to respond to job placement, training and I-20 needs.

Other effects:

Comprehensive Adult Student Assessment System

Agency: Hayward Adult School

Contact Person: Jan Arney

Evaluation Question: Does the battery of level exit tests more accurately allow for an ESL student to enter regular ABE classes on same site?

Proposed Process: Interviews with ABE instructors and guidance personnel Analysis of class work, student interviews

Actual Process:

Upon recommendation of the ESL teacher advanced level students or students wanting to enter ABE or business department classes were given the advanced level exit tests. Personal interviews by the high school counselor, business department chairman and/or prospective instructors combined with the vocational checklist and test results determined movement into the next program.

Summary of Results: (Please attach supporting data.)

80% of those students that received the recommendation to move into the ABE or business department programs have been successful in those programs. Some received their business certificates or graduated from the high school program. Many others remain in the program of their choice working towards their personal academic goals. A grammar based test is more accurate than a competency based test in determining readiness for an academic program.

Other effects:

Not only ABE instructors but also business department instructors are more willing to accept ESL students who have been screened by guidance personnel. The ESL department was previously on a different site. Being on the same site contributes to better mainstreaming.

✓ done

NAMES FOR CERTIFICATES TO BE AWARDED AT GRADUATION

Date certificates June 15

ACCOUNT CLERK ✓	ADMINISTRATIVE MEDICAL ASSISTANT ✓	CHILD CARE AIDE ✓	CLERK TYPIST ✓
Maria Armas	Winona Castro	Nasrin Abdulghani	Winona Castro
rnestine Rennel Beasley	Margaret M. Flores	Yolanda T. Gonzalez	Leland George [illegible]
land George Edwards	Diane M. Hagemann Hwa Soon [illegible]	* Wasima Yusufzai	Th[illegible] [illegible]
[illegible] L. Kao	Betty S. Nolte Sherry Lynn Nichols		Margaret M. Flores
Mary Ruth Moran	Merle J. Saucedo		Maria [illegible]
y Williams Nelson	Priscilla Elaine Verkert		Gloria M. [illegible]
Elaine C. Fu n-Ying Shih	Yaswani Arti		Ann A. Whitney
Mark A. Silveria	[illegible]		
Reyanne [illegible] Sprad	[illegible]		
n Wei-Yi Syu			
Helen Harris Williams			

EXECUTIVE SECRETARY ✓	LEGAL SECRETARY ✓	LEGAL WORD PROCESSING OPERATOR ✓	MEDICAL RECEPTIONIST ✓
Hazel Griswold	Jacqueline M. Duthie	Jacqueline M. Duthie	K. Nicho Fields Monica Fontaine
			Joan McGrelli
			Dor[illegible]
			Sandra [illegible]

MEDICAL TRANSCRIPTIONIST	MICROCOMPUTER OPERATOR ✓	SECRETARY	TELLER TRAINEE (BANKING) ✓
			Zarina Dean Ali?
	Lori Berry	Rosita Mary Dijeau (stenographer)	Anna Marie A[illegible]
	Leland [illegible]	Hazel Griswold (stenographer)	Razia G[illegible]
K. Nisla Fields	Theresa Eurby	Merle J. Saracco (stenographer)	[illegible] Elizabeth [illegible]
Diane M. Hagerman	Monica Fortin		B[illegible]
	Rosemary Grant		
	Rhonda Jackson		
	Ruby Williams N[illegible]		
	Sherry Lynn Nichols		
	Carmen Julia Perez		
	Alberta F. Pleasanten		
	Sandra L. St[illegible]		
	Rita Bradley Carol Michele Walker Ann A. Whitmore Helen Harris Williams		

WORD PROCESSING OPERATOR

Rosita Mary Dijeau
Hazel Griswold
u[illegible]a B. Ignacio
Nancy Klabzuba
[illegible]ria C. Ru?
dela Santiago
le[illegible]e J. Saracco
n[illegible] A. Whitemore

B Maria Elena Abeyta
B Dwight Alimario
B Humberto Antonio Amezcua
Chimene L. Antioquia
B Benjamin Archuleta
B Daniel Joseph Arias
~~Joel Atanacio~~
~~Noel Atanacio~~
~~Abigail Ayala~~
Maria R. Baca ← Donald Bailey, Sr
B Stephen Headly Barnes
B Arlene Bellah
Alisonne Bisbee
~~Ana R. Bonicario~~
~~Danielle L. Bowers~~
B Michael D. Burr
B Anthony LaRay Butler III
B Rick Cadena
B Vanessa Michelle Campbell
Armando Campos
B Antonio Jose Cantu Rios
Maria M. Castillon
Debbie M. Cesena
B Thomas James Clark
B Denis J. Conand
Felicia Ann Corrales
Lina R. Cortes
B Daryl C. Dancy
Emmanuel F. Ebarvia
Richard Q. Ely
B Dana Evans
B Thomas Kirby Faria
~~Geraldine Feliciano~~
B Lori Ann Fenton
B Steve Andrew Friend

B Melissa Furtado
Cindy A. Gill
Arnold A. Gonzalez, Jr.
Tina M. Gordon
B Lashune Greer
B Mark Antoin Gutierrez
B Annette M. Harless
Susan J. Harless
Bertha A. Hodson
B Mary Francis Holt
Charlene Y. Horne
B Mark Wayne Hutton
B Jill Jaworski
B Jennifer Michelle Jennings
B James Johnson, Jr.
B Demetria Dershel Jones
B Gene J. Juarez II
B Rondelle Jordan
B Kellie Dawn Kopcrak
~~Jamie P. Lemus~~
Maria E. Lemus
B Mary Lopez
B Erlindo Mariscal
B Paul Ervin Martin, Jr.
B Robert Martin
Roberta L. McCarthy
John A. McDonald
Sheryl L. McGuire ← Alicia Mendoza
Patricia A. Miller
Joel C. Moniz
~~Daniel E. Montenegro~~
B Alfred Montoya
D. Stephen Myers
B Melvin Nieves
Christopher T. Norton
B Alfred Clifford Nunes, Jr.

B Vance Allen Nunes
B Larry Padilla
Jcse G. Patino
B Timothy Petersen
Ernesto A. Pineda
B Samia Ramish
B Renatta Angel Ribeiro
James M. Richardson
Apolonio T. Rivera
B Jennifer Elizabeth Robinson
B Dave B. Rogers ← Charmaine Rodriguez
B Randy K. Rollins
Julia R. Rountree
Gerardo A. Rubio
Eric A. Sagastume
Michael D. Sandell
B Cindy Claire Schultz
B Kelli Shaffer
B Ken Sinlao
B Todd Slagle
Havance W. Smith
B Marlana Smith
Amalia Solis
Nancy A. Stevens
B Tyrone James Stewart, Jr.
B Ken Stockton
Elaine D. Taylor
B Shawn Tensley
B Jason Tiedje
Pauline Torres
Charles E. Valencia
B Tracy Ann Vance
B Gordon A. Watkins
Michael G. Whelan
B Raymond Williams, Jr.
B Shauna Lynn Williams
Kevin Woods
B Mark Yearby

CASAS

Comprehensive Adult Student Assessment System

Agency: San Francisco Community College District

Contact Person: Gregory Johnson

Evaluation Question: Is the student profile information being collected consistently across all sites?

Proposed Process: The resource counselor will collect student profile forms from all SFCCD community college sites and compre them for similarities. In turn, instructors will be polled regarding the types of profile information received.

Actual Process: The collection and use of student information is a basic function of all counseling programs throughout the centers. Each center and site, however, uses a somewhat different form or "student profile" to gather this information. There is also a difference in how the various counselors use this profile data. Given these facts of life, the project set two immediate goals: 1) review all the student information forms now in use by the centers and create one "common" form to be field tested; and 2) input this student profile into the counselor's mirco computers data base program and practice making customized computer reports that meet the needs of the individual counseling office.

The counselors' computer committee and the resource counselor met on a regular basis (once a month) to review forms, discuss changes and design a new profile. The group also participated in a series of "computerized data base" staff development workshops.

In addition to student information, the forms will allow counselors to make comments and keep track of the type and date of various counseling and student services they provided the student. This is a vital accountability function that the group felt should be included.

Summary of Results: The project group agreed upon a pilot study of the new student profile form to begin in the Fall 1987 at four sites; John Adams, Southeast, Chinatown and Mission. A DBase III Plus software program was installed on each micro computer in the project and a data disk created to receive the student information. Each site will prepare the same data reports and practice "customizing" their own reports for in-house use.

Other Effects: Through the course of this project, there have been several beneficial effect:

o increasing the communication between instructors and counselors
o the development of a prototype mainframe computer "download" to center micro computer data base
o the increased awareness by counselors of computer benefits

STUDENT PROFILE

CENTER: ______________________

NAME: ____
(Last) (First) (MI)

ADDRESS: ____________________________ CITY/ZIP: ____________

PHONE: _____________________ SOCIAL SECURITY NUMBER: ________

DATE OF BIRTH: _____________ COUNTRY OF BIRTH: ____________

NATIVE LANGUAGE: _______________________

AGENCY REFERRAL: _______________________ GAIN: YES/NO

EDUCATIONAL GOAL:
- ____ENGLISH AS A SECOND LANGUAGE
- ____GED/HIGH SCHOOL
- ____VOCATIONAL TRAINING
- ____OTHER ________________________________
  ____

OCCUPATIONAL/VOCATIONAL TRAINING GOAL:

ADDITIONAL INFORMATION:

COUNSELOR'S NOTES

ASSESSMENT INFORMATION

TEST NAME:

A:\____________ SCORE: DATE:

B:\____________ SCORE: DATE:

C:\____________ SCORE: DATE:

D:\____________ SCORE: DATE:

PLACEMENT: ESL ________________
ABE ________________
GED ________________
VOCATIONAL TRAINING:____________________________
____

COUNSELING/STUDENT SERVICES SUMMARY:

	DATE 1	DATE 2	DATE 3	DATE 4
EDUCATIONAL				
VOCATIONAL/CAREER				
PERSONAL				
TESTING/ASSESSMENT				
FINANCIAL AID				
REFERRAL				
PROBATION				
RE-ADMIT				

COUNSELOR:____________________________ DATE:__________________

COMMENTS:

```
Record#  NAME                            STSERSUM  DATE1     COUNSELOR
     4                                   FINAID    09/12/86  WILSON
     8                                   TEST      08/05/86  LEWIS
     6                                   ED        05/12/87  ASCOT
    11                                   PER       10/15/86  MURPHY
     2                                   PER       04/16/87  JOHNSON
    14                                   FINAID    12/13/86  CONNERS
    15                                   ED;PER    02/13/87  WARD
     7                                   REF       10/19/86  WONG
    12                                   ED        09/10/86  WILLIAMS
    13   (Please see below.)             VOC/CA    08/22/86  GAZA
     5                                   ED        11/15/86  POLY
     3                                   VOC       12/02/86  BAKER
    10                                   VOC       10/12/86  TOM
     1                                   ED        02/12/86  SMITH
```

```
Record#  NAME                            AGREF  GAIN  EDGOAL  SCOREA    PLACE       COUNSELOR
     4                                   DSS    .F.   VOC     245       ESL600      WILSON

     8                                   DSS    .F.   GED     200       ESL600      LEWIS

     6                                   WIN    .T.   ESL     200       ESL500      ASCOT

    11                                   DSS    .F.   GED     245       GED         MURPHY
         (Please see below.)
     2                                   NA     .F.   OTHER   255       GED         JOHNSON

    14                                   DSS    .T.   VOC     245       NURSEAID    CONNERS

    15                                   NA     .F.   HS      200       GED         WARD

     7                                   EDD    .T.   GED     235       GED         WONG

    12                                   EDD    .T.   VOC     250       GED         WILLIAMS

    13                                   DSS    .T.   ESL     200       ESL500      GAZA

     5                                   EDD    .T.   HS      225       GED         POLY

     3                                   NA     .T.   GED     212       GED         BAKER

    10                                   EDD    .T.   GED     234       GED         TOM

     1                                   EDD    .F.   VOC     224       VOC         SMITH

     9                                   NA     .F.   GED     250       CMT         SANDERS
```

NOTE: Students' names have been omitted from the CASAS report to insure confidentiality.

Record#	NAME	COB	EDGOAL	SCOREA	PLACE
4		MEXICO	VOC	245	ESL600
8		CHINA	GED	200	ESL600
6		MEX	ESL	200	ESL500
11		USA	GED	245	GED
2		USA	OTHER	255	GED
14	(Please see below.)	USA	VOC	245	NURSEAID
15		USA	HS	200	GED
7		USA	GED	235	GED
12		VIETNAM	VOC	250	GED
13		VIETNAM	ESL	200	ESL500
5		USA	HS	225	GED
3		USA	GED	212	GED
10		USA	GED	234	GED
1		CHINA	VOC	224	VOC

Record#	NAME	ADDRESS	CITY	ZIP
4			SF	94105
8			SF	94567
6			SF	94567
11			SF	94321
2			SF	94115
14			SF	94678
15	(Please see below.)		SF	94123
7			SF	94321
12			SF	94002
13			SF	94115
5			SF	94112
3			SF	94115
10			SF	94567
1			SF	94115

Record#	NAME	AGREF	GAIN	EDGOAL	SCOREA	PLACE
4		DSS	.F.	VOC	245	ESL600
8		DSS	.F.	GED	200	ESL600
6		WIN	.T.	ESL	200	ESL500
11		DSS	.F.	GED	245	GED
2	(Please see below.)	NA	.F.	OTHER	255	GED
14		DSS	.T.	VOC	245	NURSEAID
15		NA	.F.	HS	200	GED
7		EDD	.T.	GED	235	GED
12		EDD	.T.	VOC	250	GED
13		DSS	.T.	ESL	200	ESL500
5		EDD	.T.	HS	225	GED
3		NA	.T.	GED	212	GED
10		EDD	.T.	GED	234	GED
1		EDD	.F.	VOC	224	VOC

NOTE: Students' names and addresses have been omitted in the CASAS report to insure confidentiality.

```
Record#  NAME                         SOCSEC       GAIN EDGOAL STSERSUM COUNSELOR
      4                               111-21-0101 .F.  VOC    FINAID   WILSON
      8                               098-12-6789 .F.  GED    TEST     LEWIS
      6                               145-78-0987 .T.  ESL    ED       ASCOT
     11                               012-67-2345 .F.  GED    PER      MURPHY
      2                               897-65-4321 .F.  OTHER  PER      JOHNSON
     14                               234-90-4567 .T.  VOC    FINAID   CONNERS
     15                               123-09-7890 .F.  HS     ED;PER   WARD
      7  (Please see below.)          098-12-5678 .T.  GED    REF      WONG
     12                               900-12-1234 .T.  VOC    ED       WILLIAMS
     13                               567-09-1232 .T.  ESL    VOC/CA   GAZA
      5                               132-67-9876 .T.  HS     ED       POLY
      3                               123-45-6789 .T.  GED    VOC      BAKER
     10                               678-09-0987 .T.  GED    VOC      TOM
      1                               123-12-1234 .F.  VOC    ED       SMITH
```

```
Record#  CENTER NAME                        ZIP   AGREF GAIN COUNSELOR      INTAKEDATE
      4  M                                  94105 DSS   .F.  WILSON         12/09/86
      8  CNB                                94567 DSS   .F.  LEWIS          08/05/86
      6  DCC                                94567 WIN   .T.  ASCOT          05/09/86
     11  SE                                 94321 DSS   .F.  MURPHY         11/12/86
      2  JA                                 94115 NA    .F.  JOHNSON        04/12/86
     14  SE                                 94678 DSS   .T.  CONNERS        12/14/86
     15  DCC                                94123 NA    .F.  WARD           02/13/87
      7  JA    (Please see below.)          94321 EDD   .T.  WONG           05/23/86
     12  ALE                                94002 EDD   .T.  WILLIAMS       09/10/86
     13  ALE                                94115 DSS   .T.  GAZA           08/14/86
      5  JOC                                94112 EDD   .T.  POLY           12/19/86
      3  JA                                 94115 NA    .T.  BAKER          12/06/86
     10  JA                                 94567 EDD   .T.  TOM            10/12/86
      1  DCC                                94115 EDD   .F.  SMITH          02/12/86
```

NOTE: Students' names have been omitted from the CASAS report to insure confidentiality.

Section XI
Goal Attainment

Comprehensive Adult Student Assessment

Agency: MiraCosta College

Contact Person: Sylvia Ramirez

Evaluation Question: Who are the students leaving the ABE/ESL program and why?

Proposed Process: Number of drops reported/Goal Attainment Survey

Actual Process: (See attached Summary)

Summary of Results: (Please attach supporting data.)

Other effects:

One Barnard Drive, Oceanside, CA 92056-3899 • 9th Street and Stratford Court, Del Mar, CA 92014-2716
(619) 757-2121
(619) 942-1352

MiraCosta College

Who are the students leaving ESL classes and why are they leaving?

This agency used the Goal Attainment Survey to look at what percentage of ESL students were leaving the program and why. Retention is not the issue in adult education classes. It is not how long a student stays in the program that is important, but rather is that student able to achieve his or her goal. Enclosed with this evaluation summary is data that compares two night sites and three day classes.

A closer analysis of the numbers reveals the following:

1) The two highest categories for why students left the program due to educational barriers were a) family problems/health problems and b) change of work times.

2) The two highest categories for why students left the program due to other reasons were a) unknown and b) moved.

3) The highest goal attainment categories were a) changed program (e.g. ESL to ABE/HSDP or ESL to College) and b) got a job/ got a better job.

The majority of students in this sample enrolled for personal/communication needs (163), followed by job needs (97), and education (41). Only 5 students entered for mandated reasons.

RESULTS FROM GOAL ATTAINMENT SURVEY

A Representative Sample of ABE/ESL Classes
MiraCosta College

NIGHT CLASSES	# of students tested	# of students retained	#left program- attained goal	#left program educational barriers	# left progra reasons unkno
Oceanside HS					
Orientation Level	30	19		3	8
Beginning Level	36	19	4	10	3
Intermediate level	48	23	2	1	22
Advanced level	27	10	1		16
	141	71 (50%)	7(10%)	14(20%)	49 (70%)
Pine Site - Carlsbad					
Orientation Level	33	24	1	2	6
Beginning Level	32	22	5	3	2
Intermediate/ Advanced Level	22	18	3	1	1
	87	64 (74%)	9 (39%)	5 (22%)	9 (39%)
DAY CLASSES					
Oceanside					
Multi-level	25	20	2	2	1
Multi-level	33	23	2	6	2
Carlsbad					
Multi-level	20	14		4	2
	78	57 (73%)	4 (19%)	12 (57%)	5 (24%)

Comprehensive Adult Student Assessment [illegible]

Agency: San Diego Community College District

Contact Person: Leann Howard

Evaluation Question: What has been the retention rate to attainment of goals of students in designated classes from pre/test to post/test period?

Proposed Process: Goal Attainment Survey/Analysis of results by ESL resource staff/Comparison with previous year's results

Actual Process: PLEASE SEE ATTACHED

Summary of Results: (Please attach supporting data.)

Other effects:

CASAS Final Report
Continuing Education
San Diego Community College District

Evaluation Question: What has been the retention rate to attainment of goals of students in designated classes from pre-test to post-test period?

Actual Process:

One hundred eleven (111) ESL instructors submitted data on a total of 3,073 students at nine district sites who had participated in CASAS pre-post testing. Instructors were asked to indicate the numbers of students retained in the program, the number who had left the program because of goal attainment (secured a job, began job training, entered college or achieved personal enrichment goal), the number who had left the program because of educational barriers (transportation problems, child care, health or family problems, changed work schedule or a move), and those who had left for unknown reasons.

Summary of Results:

A summary of survey data (see attachments) shows that district-wide 62% of students were retained in the program. The two largest sites, East San Diego and Kearny, had the best retention rates - 72% and 67% respectively, possibly reflecting that large sites are better able to inform students of the total school program; that tracking and movement of students between levels and program components is part of the assessment process; and that there may be more followup on students who are absent. District-wide only 9% of students had left the program for unknown reasons. This reflects heightened awareness and efforts by instructors to follow up on students who do not attend regularly.

District-wide 13% of the students who left the program attained their goals. Eight percent of those entered job training or became employed. Fifteen percent left because of educational barriers. The reasons most cited were changes in work schedules and health or family problems over which there is no control. Sites with the smallest number of students (Clairemont, North Shores) show the highest percentages of students leaving for unknown reasons (25% and 20%). However, Mira Mesa, with a small population (97) shows a high percentage of student retention (56%) and average percentages (13%) of students leaving for unknown reasons.

Last year 54 classes at 6 district sites participated in a retention followup survey. Five hundred ninety students who took the pretest were not enrolled in their original classes at the time of the posttest. The reasons cited by instructors for separation from the classes were:

Reasons		Number	Percent
Retained	- Transferred to other classes	106	18%
Goal Attainment	- Transferred to job training	70	12%
	- Obtained employment	71	12%
	- Enrolled in college	4	.007%
	- Changed sites	6	.017%
	- Met personal goals	10	2%
Barriers to Ed.	- Transportation problems	13	2%
	- Child care problems	42	7%
Other	- Moved	54	9%
	- Dropped for unknown reasons	73	12%
	- Dropped for other reasons	42	7%

District comparisons of results (see attached) are difficult to make because last year's study was only a sample of sites and instructors. Some generalizations however are that the percentages of students retained in the program are much improved (62% compared to 18%); that barriers to education are being reduced and that tracking of students appears to be improved in that the number leaving the program for unknown reason is down (12% in 1985-86 compared to 9% in 1986-87).

Comparison of Retention Studies 1985-86 and 1986-87:

		1985-86	1986-87
Retained in Program		18%	62%
Goal Attainment	- Job training	12%	3%
	- Job	12%	5%
	- College	.007%	1%
	- Personal goal	2%	1%
Barriers to Ed.	- Transportation	2%	1%
	- Child care	7%	2%
	- Health/Family problems	8%	2%
	- Changed work schedule	-	4%
Other	- Moved	9%	5%
	- Unknown	12%	9%
	- Other	7%	1%

Other Effects:

As an outgrowth of the evaluation question raised in 1985-86 regarding student retention and goal attainment, intake and placement of new students has been centralized at the two largest sites utilizing placement center aides. Those sites, East San Diego and Kearny had the best retention rates (72% and 67%

respectively). A placement center appears to be valuable in assigning new students to classes which will meet their needs and in formalizing tracking and movement of students between instructional levels and program components. A placement center can also be a valuable adjunct to counseling services in following up on students who are at risk of dropping out by following up on students who are absent and assisting them in removing barriers to education such as transportation and child care problems.

Goal Attainment Survey District Summary

September - December 1986

Site	# Students Tested	# Retained in Program	# Left Program - Attained Goal*	# Left Program - Educational Barriers**	# Left Program Unknown Reaso
Clairemont	44	14 or 32%	10 or 23%	9 or 20%	11 or 25%
Centre City	285	173 or 61%	29 or 10%	47 or 16%	36 or 13%
ECC	310	171 or 55%	51 or 17%	56 or 18%	32 or 10%
East San Diego	1052	760 or 72%	115 or 11%	116 or 11%	61 or 6%
Harbor View	392	214 or 54%	71 or 18%	58 or 15%	49 or 13%
Kearny	472	315 or 67%	82 or 17%	59 or 13%	16 or 3%
Midway	224	116 or 52%	25 or 11%	49 or 22%	34 or 15%
Mira Mesa	97	54 or 56%	10 or 10%	20 or 21%	13 or 13%
North Shores	197	100 or 51%	18 or 9%	39 or 20%	40 or 20%
TOTALS	3073	1917 or 62%	411 or 13%	453 or 15%	292 or 10%

* job, job training, college or personal/communication

** Transportation, childcare, health/family problems, changed work time or moved

GOAL ATTAINMENT SURVEY RESULTS

September - December 1986

MAJOR REASON FOR LEAVING

District	NUMBER OF STUDENTS PRETESTED (A)	RETAINED	RETAINED IN PROGRAM	GOAL ATTAINMENT	CHANGE PROGRAM	ENTER JOB TRAINING	GET A JOB/BETTER JOB	ENTER COLLEGE	PERSONAL/COMMUNICATION	BARRIERS TO EDUCATION	TRANSPORTATION	CHILD CARE	HEALTH/FAMILY PROBLEMS	CHANGED WORK TIME	OTHER	MOVED	UNKNOWN REASONS	OTHER
Clairemont	44		14		1	2	2	4	1			2	1	2		3	11	1
Centre City	285		173		11	2	14	2			3	5	6	16		15	36	2
ECC	310		171		13	13	19	2	4		4	17	12	3		20	32	
East San Diego	1052		760		29	43	38	2	3		4	10	22	34		46	61	
Harbor View	392		214		25	9	34		3		3	2	5	16		30	49	2
Kearny	472		315		32	15	28	3	4			8	13	18		15	16	5
Midway	224		116		9	1	7	2	6							7	25	2
Mira Mesa	97		54		5	4	1									18	13	2
North Shores	197		100		7		7	2	2			5	5	14		12	40	3
TOTALS	3073		1917		132	89	150	17	23		22	56	73	128		166	283	17
TOTALS - %			62		4	3	5	1	1		1	2	2	4		5	9	1

GOAL ATTAINMENT SURVEY RESULTS

September - December 1986

Centre City

MAJOR REASON FOR LEAVING

	NUMBER OF STUDENTS PRETESTED (A)	RETAINED	RETAINED IN PROGRAM	GOAL ATTAINMENT	CHANGE PROGRAM	ENTER JOB TRAINING	GET A JOB/BETTER JOB	ENTER COLLEGE	PERSONAL/COMMUNICATION	BARRIERS TO EDUCATION	TRANSPORTATION	CHILD CARE	HEALTH/FAMILY PROBLEMS	CHANGED WORK TIME	OTHER	MOVED	UNKNOWN REASONS	OTHER
Adams/Clingman	45		34											3			8	
Hussainy	26		19			1	2							1			3	
May	38		13		8		2					1		5		5	4	
Rosselli/Dobbs	23		18													2	1	2
Sauvajot	21		11				4						4			1	1	
Smith	15		10													3	2	
Stromberg	49		29		2		1	2			2		1	2		3	7	
Osborn	34		17				5				1	3	1	3		1	3	
Thacher	34		22		1	1						1		2			7	
TOTALS	285		173		11	2	14	2			3	5	6	16		15	36	2
TOTALS - %			60		4	0	5	0			1	2	2	6		5	13	0

GOAL ATTAINMENT SURVEY RESULTS

September - December 1986

Clairemont

MAJOR REASON FOR LEAVING

	NUMBER OF STUDENTS PRETESTED (A)	RETAINED	RETAINED IN PROGRAM	GOAL ATTAINMENT	CHANGE PROGRAM	ENTER JOB TRAINING	GET A JOB/BETTER JOB	ENTER COLLEGE	PERSONAL/COMMUNICATION	BARRIERS TO EDUCATION	TRANSPORTATION	CHILD CARE	HEALTH/FAMILY PROBLEMS	CHANGED WORK TIME	OTHER	MOVED	UNKNOWN REASONS	OTHER
Raifsnider	23		7			2		4	1				1			3	5	
Piscopo	21		7		1		2					2		2			6	1
TOTALS	44		14		1	2	2	4	1			2	1	2		3	11	1
TOTALS - %			32		2	4	4	9	2			4	2	4		6	25	2

GOAL ATTAINMENT SURVEY RESULTS

September - December 1986

ECC

MAJOR REASON FOR LEAVING

	NUMBER OF STUDENTS PRETESTED (A)	RETAINED	RETAINED IN PROGRAM	GOAL ATTAINMENT	CHANGE PROGRAM	ENTER JOB TRAINING	GET A JOB/BETTER JOB	ENTER COLLEGE	PERSONAL/COMMUNICATION	BARRIERS TO EDUCATION	TRANSPORTATION	CHILD CARE	HEALTH/FAMILY PROBLEMS	CHANGED WORK TIME	OTHER	MOVED	UNKNOWN REASONS	OTHER
hoals	19		12			3							2				2	
uncan	19		12									1	1	1		3	1	
ifford	44		20		3		5					3	2			4	7	
erlick	46		17			8	7	2	2				1			5	4	
ackichan	30		21				4					1		1		3		
organ	33		22		1		1		1		1	4	2				1	
rice	36		13		8	2	2				2	5	2				2	
algado	24		10														14	
chedler	19		14						1			1				2	1	
orres	13		13															
aldivia	27		17		1						1	2	2	1		3		
OTALS	310		171		13	13	19	2	4		4	17	12	3		20	32	
OTALS - %			55		4	4	6	0	1		1	5	4	1		6	10	

GOAL ATTAINMENT SURVEY RESULTS

September - December 1986

MAJOR REASON FOR LEAVING

East San Diego Morning	NUMBER OF STUDENTS PRETESTED (A)	RETAINED	RETAINED IN PROGRAM	GOAL ATTAINMENT	CHANGE PROGRAM	ENTER JOB TRAINING	GET A JOB/BETTER JOB	ENTER COLLEGE	PERSONAL/COMMUNICATION	BARRIERS TO EDUCATION	TRANSPORTATION	CHILD CARE	HEALTH/FAMILY PROBLEMS	CHANGED WORK TIME	OTHER	MOVED	UNKNOWN REASONS	OTHER
Chandler	23		16		2		1					1	1			2		
Bachman	28		24			3							1					
Lauer	35		27								1	1	3			2	1	
Johansen	34		26			1	1						1	1		1	3	
Owensby	23		20			1	1					1						
Stern	25		19			1	3					1		1				
Tom	23		21				1						1					
Walker	37		30		1									3		2	1	
Layton	28		19				4							1		2	1	1
Elwin	32		30														2	
Martinez	15		10				3									2		
Johnston/Poet	21		16									1		2		2		
Severson	28		12		8				2				1	2		2	1	
Little	22		17		1	1	1					1		1				
TOTALS	374		287		12	7	15	0	2		1	6	8	11		15	9	1
TOTAL - %			77		3	2	5	0	0		0	2	2	3		4	2	0

MAJOR REASON FOR LEAVING

GOAL ATTAINMENT SURVEY RESULTS

September - December 1986

East San Diego

Afternoon

	NUMBER OF STUDENTS PRETESTED (A)	RETAINED	RETAINED IN PROGRAM	GOAL ATTAINMENT	CHANGE PROGRAM	ENTER JOB TRAINING	GET A JOB/BETTER JOB	ENTER COLLEGE	PERSONAL/COMMUNICATION	BARRIERS/EDUCATION	TRANSPORTATION	CHILD CARE	HEALTH/FAMILY PROBLEMS	CHANGED WORK TIME	OTHER	MOVED	UNKNOWN REASONS	OTHER
Rabasco - ROEP	12		10													2		
Merker - ROEP	32		27			3							2					
Chamberlain - ROEP	45		37			4							4					
Keltner - ROEP	24		16				5									1	2	
Fonseca - ROEP	15		7		2	6												
All	25		20				3									2		
Vulliet	24		13		6	4	1											
Peca	24		17			3							2			2		
Lithopoulos	37		22			2						1		1			10	
Tenen	27		20			2	1					1	1	1		1		
Davis	19		6			8	2		1							2		
Herron	26		16				2	2						3		3		
TOTALS	310		211		8	33	14	2	1		0	2	9	5		13	12	
TOTALS - %			68		3	11	45	1	0		0	1	3	2		4	4	0

GOAL ATTAINMENT SURVEY RESULTS

September - December 1987

East San Diego

Evening

MAJOR REASON FOR LEAVING

	NUMBER OF STUDENTS PRETESTED (A)	RETAINED	RETAINED IN PROGRAM	GOAL ATTAINMENT	CHANGE PROGRAM	ENTER JOB TRAINING	GET A JOB/BETTER JOB	ENTER COLLEGE	PERSONAL/COMMUNICATION	BARRIERS TO EDUCATION	TRANSPORTATION	CHILD CARE	HEALTH/FAMILY PROBLEMS	CHANGED WORK TIME	OTHER	MOVED	UNKNOWN REASONS	OTHER
Boyd	38		24		1								1	2		1	4	
Bundy	33		28								1			1		3		
Ross	40		34				1							1		2	2	
Castaneda	34		17				1										16	
McGee	38		25		1						1	1		4		3	3	
Woitovich	43		36				1					1		2		1	2	
Parry	30		23				1						1	1			4	
Heizer/duBois	28		19				5				1			3				
Pickering	29		16		4								2	1		3	4	
Dawson	29		21				2						1	1		1	3	
Roden	26		14		3	1								2		4	2	
TOTALS	368		262		9	3	9	0	0		3	2	5	18		18	40	
TOTAL - %			71		2	1	2	0	0		1	0	1	5		5	11	

GOAL ATTAINMENT SURVEY RESULTS

September - December 1986

Harbor View

MAJOR REASON FOR LEAVING

	NUMBER OF STUDENTS PRETESTED (A)	RETAINED	RETAINED IN PROGRAM	GOAL ATTAINMENT	CHANGE PROGRAM	ENTER JOB TRAINING	GET A JOB/BETTER JOB	ENTER COLLEGE	PERSONAL/COMMUNICATION	BARRIERS TO EDUCATION	TRANSPORTATION	CHILD CARE	HEALTH/FAMILY PROBLEMS	CHANGED WORK TIME	OTHER	MOVED	UNKNOWN REASONS	OTHER
Evans	14		10				3					1						
Gilboy	43		20		2						1			4		15	1	
Krieger	22		4		3				2		1		2			5	5	
Lisak	29		20		5									4				
Lopez	48		30		3	3	5										7	
Park	21		10		6		1							4				
Pinales	22		10														12	
Reza	36		22				3		1		1		1	4		2		2
Schwartz	68		35		3		12					1	2			8	7	
Smith	28		13			5	10											
Valdez	25		25															
Woody	36		15		3	1											17	
TOTALS	392		214		25	9	34		3		3	2	5	16		30	49	2
TOTALS - %			54		6	2	9		1		1	0	1	4		8	13	0

MAJOR REASON FOR LEAVING

GOAL ATTAINMENT SURVEY RESULTS

September - December 1986

Kearny

	NUMBER OF STUDENTS PRETESTED (A)	RETAINED	RETAINED IN PROGRAM	GOAL ATTAINMENT	CHANGE PROGRAM	ENTER JOB TRAINING	GET A JOB/BETTER JOB	ENTER COLLEGE	PERSONAL/COMMUNICATION	BARRIERS TO EDUCATION	TRANSPORTATION	CHILD CARE	HEALTH/FAMILY PROBLEMS	CHANGED WORK TIME	OTHER	MOVED	UNKNOWN REASONS	OTHER
Alexander/Huffman	25		17		1	1	3					2		1				
Cole	37		24		2	1	3		3							1	2	1
DesRoches	33		24											3		1	1	4
DeVries/Randolph	3		2									1						
Hamilton/O'Connor Shmorhay	18		16														2	
Hampson	32		15		5		5	2	1				1			1	2	
Kuchuck	24		17											3		4		
Meier	34		25		5		2						1	1				
Mosteller	41		27		4	4	2					2	1				1	
Oswald	41		25		3		4						3	2		1	3	
Peskan	26		22				1						3					
Quinton/Benjamin	6		5					1										
Steel	26		16		2	6	1									1		
Uhle	21		12										1	5			3	
Uhle	10		5										1	2		2		
Vreeland/Barnes	10		7		1											1	1	
Wayne	29		21		3	2	2							1				

GOAL ATTAINMENT SURVEY RESULTS

September - December 1986

Kearny

MAJOR REASON FOR LEAVING

	NUMBER OF STUDENTS PRETESTED (A)	RETAINED	RETAINED IN PROGRAM	GOAL ATTAINMENT	CHANGE PROGRAM	ENTER JOB TRAINING	GET A JOB/BETTER JOB	ENTER COLLEGE	PERSONAL/COMMUNICATION	BARRIERS/EDUCATION	TRANSPORTATION	CHILD CARE	HEALTH/FAMILY PROBLEMS	CHANGED WORK TIME	OTHER	MOVED	UNKNOWN REASONS	OTHER
Weiss	23		15		2	1						2	1			1	1	
Xanh	8		3		4											1		
Zimmerman	25		17				5					1	1			1		
TOTALS	472		315		32	15	28	3	4			8	13	18		15	16	5
TOTALS - %			67		7	3	6	0	1			2	3	4		3	4	1

GOAL ATTAINMENT SURVEY RESULTS

September - December 1986

MAJOR REASON FOR LEAVING

Midway	NUMBER OF STUDENTS PRETESTED (A)	RETAINED	RETAINED IN PROGRAM	GOAL ATTAINMENT	CHANGE PROGRAM	ENTER JOB TRAINING	GET A JOB/BETTER JOB	ENTER COLLEGE	PERSONAL/COMMUNICATION	BARRIERS TO EDUCATION	TRANSPORTATION	CHILD CARE	HEALTH/FAMILY PROBLEMS	CHANGED WORK TIME	OTHER	MOVED	UNKNOWN REASONS	OTHER
Carvajal	28		11			1		1			1	1	1	12				
Gil	16		11				2	1						2				
Fernandes	31		14		1				5		6	4	1					
Gianola	31		17									2	2	5			5	
Hamlin	54		32		2		2						1			1	14	2
Leicht	34		16		4		1		1		1			4		3	4	
Lindgren	30		15		2		2						4	2		3	2	
TOTALS	224		116		9	1	7	2	6		8	7	9	25		7	25	2
TOTALS %			52		4	0	3	0	3		4	3	4	11		3	11	0

MAJOR REASON FOR LEAVING

GOAL ATTAINMENT SURVEY RESULTS

September - December 1987

Mira Mesa

	NUMBER OF STUDENTS PRETESTED (A)	RETAINED	RETAINED IN PROGRAM	GOAL ATTAINMENT	CHANGE PROGRAM	ENTER JOB TRAINING	GET A JOB/BETTER JOB	ENTER COLLEGE	PERSONAL/COMMUNICATION	BARRIERS TO EDUCATION	TRANSPORTATION	CHILD CARE	HEALTH/FAMILY PROBLEMS	CHANGED WORK TIME	OTHER	MOVED	UNKNOWN REASONS	OTHER
Blenis	15		9		1		1									3	1	
Lundberg	19		12													4	3	
Jennings	31		14		4	2										3	8	
Prater	8		7													1		
Sassi	24		12			2										7	1	2
TOTALS	97		54		5	4	1									18	13	2
TOTALS %			56		5	4	0									19	13	3

GOAL ATTAINMENT SURVEY RESULTS

September - December 1987

North Shores

MAJOR REASON FOR LEAVING

	NUMBER OF STUDENTS PRETESTED (A)	RETAINED	RETAINED IN PROGRAM	GOAL ATTAINMENT	CHANGE PROGRAM	ENTER JOB TRAINING	GET A JOB/BETTER JOB	ENTER COLLEGE	PERSONAL/COMMUNICATION	BARRIERS TO EDUCATION	TRANSPORTATION	CHILD CARE	HEALTH/FAMILY PROBLEMS	CHANGED WORK TIME	OTHER	MOVED	UNKNOWN REASONS	OTHER
Bartosik	26		9		3		2	2					4	1		1	4	
Eckhart	28		18									1	1	3		3	2	
Hancock	25		11		2							3		2		3	1	3
Leasure	36		11														25	
Leicht	21		12				1		2			1		1		1	3	
Prindle	12		11											1				
Prindle	17		14		1									2				
Wislofsky	32		14		1		4							4		4	5	
TOTALS	197		100		7		7	2	2			5	5	14		12	40	3
TOTALS - %			51		4		4	1	1			3	3	7		6	20	2

Comprehensive Adult Student Assessment [illegible]

Agency: Tulare Adult School

Contact Person: Joetta Cuenafe

Evaluation Question: Does the goal attainment of students in classes this year compare favorably with last year? (50-88% remained in program to meet goal)

Proposed Process: Goal Attainment Survey

Actual Process: Comparison of the number of students who attained their goals in 1985-86 with those who attained their goals in 1986-87, as measured by evaluation of the goal attainment survey and follow-up surveys.

Summary of Results: (Please attach supporting data.)

It was difficult to compare the attainment of goals of last year's students with this years's students because the majority of the students (32 of 39, or 82 percent of the sample group) were still in class at the time of the goal attainment survey. While this does not give significant information on the goal attainment, which was probably not an adeal question to pose with a relativley short amount of time between pre and post testing, it does speak extremely well for the retention of students. Three of the students had met their goals and four of the students had dropped from the program because of health and child care problems.

Other effects:

Section XII
Writing

Agency: Metropolitan Adult Education Program

Contact Person: Shirley Edwards

Evaluation Question: Have C level exit writing samples been scored by the holistic process?

Proposed Process: NEW QUESTION

Actual Process:

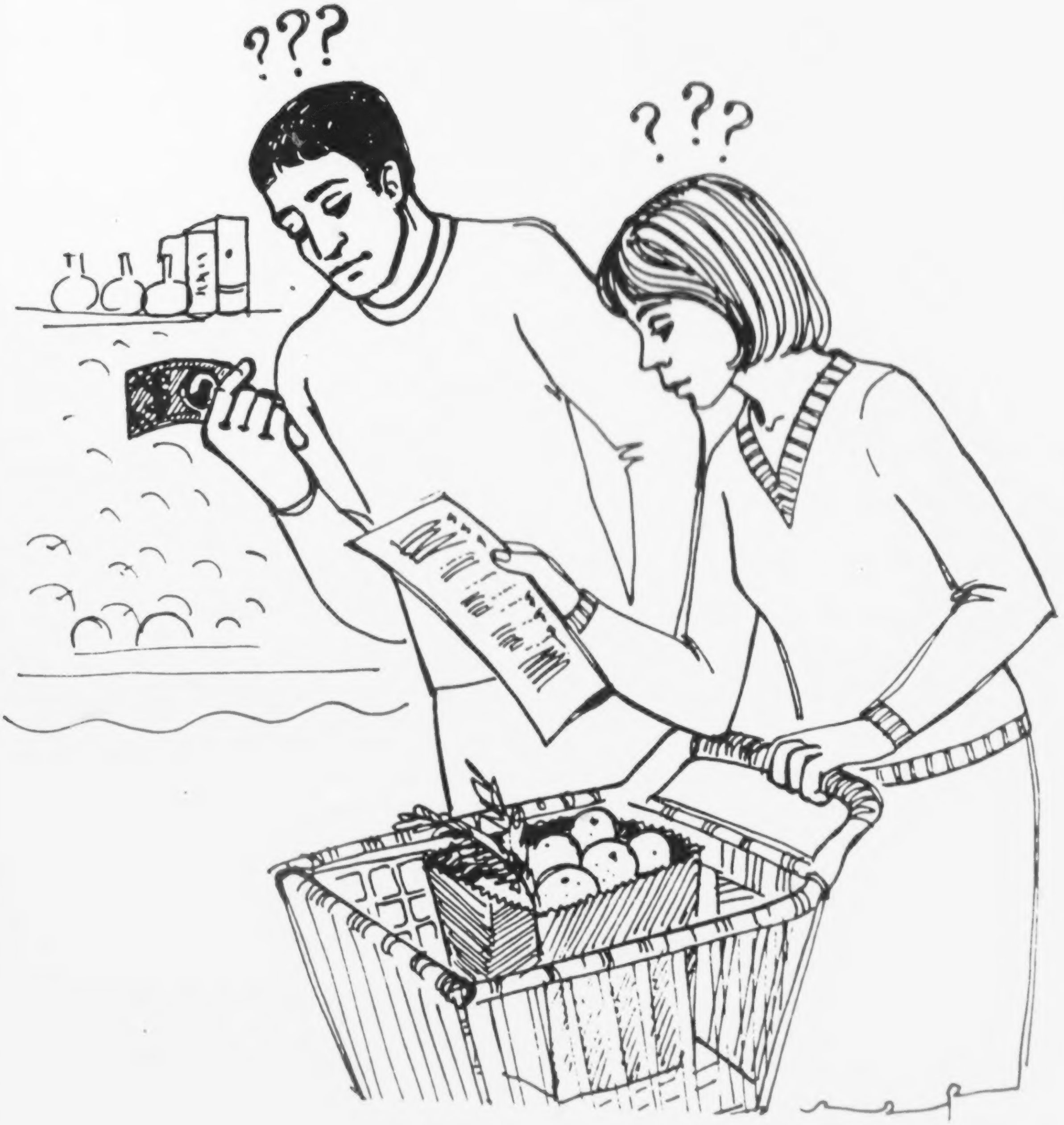
As part of a level exit assessment, C level students were given a writing test generated by a picture prompt. Eight trained teachers met for five hours, first scored previously selected anchor papers and then scored student papers. Procedures developed by the CASAS writing committee were followed (attached).

Summary of Results: (Please attach supporting data.)

Four hundred and eighty-one student papers were scored with a minimum of tie-breaking activity. Results were more accurate and the process much more efficient than those used in previous years.

Other effects:

C level teachers are very aware of the need to focus more instruction on writing. We'll train more scorers next year because reading the writing samples clearly demonstrated why the improvement of writing instruction is a high priority next year.



Write a story about this picture. Tell what happened. Tell what is happening now. Tell what is going to happed. Your story should be six to ten sentences long.

CASAS Holistic Scoring Guide
For
ABE/ESL Writing Samples

SCORE

6 . Main point very clear
. Demonstrates clear ability to use varied sentence structures
. Elaborated by clear, logical support/explanation
. No fragments or run-ons
. Almost no spelling or punctuation errors
. Fluent standard English
. All parts of the prompt addressed correctly

5 . Main point clear
. Support sufficient.
. May contain some usage, spelling or punctuation errors, but sentence structure generally correct
. Demonstrates ability to use standard English

4 . Main point communicated
. Support lacking details
. Contains awkward usage and spelling errors
. May contain some punctuation and spelling errors that occasionally obscure meaning

3 . Main point may have to be inferred
. Support inadequate
. Marred by frequent and distracting errors, including incorrect sentence structure, usage, spelling and punctuation
. Not all parts of the prompt addressed

2 . Main point unclear, but an attempt made to address the topic
. Serious and persistant errors in organization, sentence structure, usage, spelling and punctuation that interfere with meaning

1 . Main point obscure
. Incomprehensible

0 . No answer, off topic, or prompt repeated

DRAFT

ABE/ESL SCORING RUBRIC 3/5/87 CASAS Writing Committee

CRITERIA	SCORES						
	0	1	2	3	4	5	6
PROMPT	No answer, off topic, prompt repeated, too short to judge.	ignored or repeated	an attempt to address the topic	not all parts addressed	addressed	addressed	addressed
MAIN POINT		obscure/ undeveloped	unclear	may have to be inferred	communicated	clear	very clear
ORGANIZATION		none	attempted	inadequate	adequate	clear	demonstrates continuity of thought with good transition & progression
SUPPORT		none	little or none	inadequate	minimal	adequate	complete
USAGE			serious & persistent errors which interfere with meaning	frequent or distracting errors	some errors	standard English few errors	fluent Standard English
SENTENCE STRUCTURE			serious & persistent errors which interfere with meaning	frequent or distracting errors	lacks variety basically correct	varied generally correct	no fragments- no run-ons
SPELLING			serious errors which interfere with meaning	frequent or distracting errors	some errors	few errors	almost no errors
PUNCTUATION			serious errors which interfere with meaning	frequent or distracting errors	some errors	few errors	almost no errors

Anchor Transparency

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
#1	4	5	5	4	5	4	4	5							
#2	4	4	6	4	4	3	4	4							
#3	3	4	4	2	3	3	4	3							
#4	4	6	6	5	4	3	5	4							
#5	3	3	3	3	3	2	3	3							
#6	3	3	4	2	2	2	3	3							
#7	2	2	3	2	2	3	3	3							
#8	3	2	2	2	1	3	3	3							
#9	3	3	3	3	2	2	3	4							
#10	4	3	4	~~3~~ 4	4	3	2	3							

Scoring Transparencies

Attachment 2 : Holistic Scoring Grid

WRITING SAMPLE:

1. P	26. 3 3	51. 4 3	76. 3 2	101. 3 2	126. 3 3
2. P	27. 2 2	52. 4 4	77. 5 3-	102. 3 2	127. 3+ 3+
3. —	28. 4 3	53. 4 4	78. 3 2	103. 3 2	128. 2 2
4. P	29. 4 4	54. 2 4	79. 3 2	104. 3+ 2	129. 3+ 3
5. —	30. 3 3	55. 3 3	80. 4 4-	105. ——	130. 3 3
6. —	31. 4 4	56. 3 4	81. 3 2	106. 4- 2	131 3+ 2
7. —	32. 4 3	57. 3 3	82. 3 2	107. 4- 2	132. 2 2
8. —	33. 5 3	58. 3 2	83. 3 3	108. 4 2	133. 4 5
9. —	34. 5 4	59. 3 3	84. 3 3	109. 3 2	134. 3+ 5
10.	35. 5 4+	60. 4 3	85. 5 3	110. 3 1	135. 3 2
11. 2 3	36. 5 4	61. 4 5	86. 3 3	111. 4 4+	135. 3 5
12. 2 2	37. 5 5	62. 4 4	87. 3 2	112. 4 4	137. 3 4
13. 3 3	38. 5 5	63. 3 4	88. 5 3+	113. 3 3	138. 5 4
14. 5 4	39. 5 4	64. 6 6	89. 4 4	114. 3 3	139. 3 4
15. 2 3	40. 5 5	65. 5 6	90. 3 3	115. 3 3	140. 4 4
16. 3 2	41. 5 6	66. 5 4	91. 4 3	116. 3 4-	141. 4 4
17. 3 3	42. 6 6	67. 5 6	92. 4 4	117. 3 3	142. 3 4
18. 3 2	43. 5 6	68. 3+ 5	93. 3 3	118. 3 3	143. 4 5
19. 4 3+	44. 5 5	69. 4 4	94. 4 3	119. 5 3+	144. 3+ 5
20. 5 4	45. 4 5	70. 3 5	95. 4 4-	120. 4 3	145. 3 3
21. 4 3	46. 4 6	71. 4 3	96. 3 3	121 4 3+	146. 4 3
22. 3 5	47. 3+ 5	72. 5 3	97. 3 4	122. 4 3+	147. 5 4
23. 3 3	48. 4 4	73/ 4 3	98. 3 4	123. 3+ 3	148. 4 4-
24. 3 3	49. 4 6	74. 5 4	99. 4 3	124. 3 3+	149. 3 3
25. 3 2	50. 3 4	75. 4 2	100 4 4	125. 3 3	150. 4- 4

Comprehensive Adult Student Assessment System

Agency: MAEP

Contact Person: Shirley Edwards

Evaluation Question: Is the HSDP cut score a successful predictor of readiness for a MAEP High School lab class?

Proposed Process: Surveys of staff and students regarding life skills needs. Analysis of test results

Actual Process:

The CASAS High School Predictor Test was given to students entering the high school lab and GED classes at the beginning of the spring semester. In May, teachers were asked to indicate which students had successfully completed their individual goals for that semester.

Summary of Results: (Please attach supporting data.)

Overall, 27% of students scoring within the 9-14 range, 63% in the 15-19 range, and 79% in the 20-25 range met criteria of success. However, results in each class varied widely. There is some indication that lower scoring students are able to perform more successfully in GED classes than in the high school lab classes.

Other effects:

It is very clear that the teachers involved need to continue meeting together under the leadership of the HS supervisor, Nancy Arnold. At this point, we can't say that 15 (as used by Sweetwater) is the cut score we should use. In the 15-19 range, success differed between 33% and 100%! Why this happened and how it will affect establishment of a cut score will be the focus of meetings early in the fall. After agreeing on a cut score(s), our next task will be to look for a correlation between the CASAS test and the MAEP HS placement test.

HOLISTIC SCORING: STEP-BY-STEP

ANCHORS

* Have a rubric appropriate for your population.

* Leader chooses 10 anchors (at least one for each level, more for levels 3 and 4 on a 6 point scale).

* Each reader scores each anchor on Anchor Grid (attachment 1).

* Leader tallies scores for anchor papers on OVH transparency.

* Leader bring readers to consensus on any 3-4 splits.

SCORING

* Papers are numbered from 1-? (depending on numbers of papers being scored) in upper right hand corner.

* Papers are divided into groups of 10.

* Each reader records score for each paper on Holistic Scoring Grid (attachment 2).

* Reader records his symbol (initials, letter, or number) in upper left-hand corner of each paper.

* Papers are passed to the left in groups of 10, with last paper read on top.

* Each reader scores a second group of ten. (This, of course, is repeated later for other groups of ten.)

* Leader has readers take 5 minute break after about one hour.

* Leader arranges a 3rd reading for these splits: 4-3; 4-2; 4-1; 5-3; 5-2; 5-1.

*After 3rd reading, the two scores that agree are added together for the total.

	Score	# of Students	Successful	Not Successful
Class A	9-14	4	-	100% (4)
Moriconi	15-19	10	80% (8)	20% (2)
HS/GED	20-24	4	100% (4)	-
Class B	15-19	10	70% (7)	30% (3)
Sayyed	20-25	9	88% (7)	22% (2)
HS/GED				
Class C	9-14	4	50% (2)	50% (2)
Davis	15-19	3	100% (3)	-
GED	20-25	5	100% (5)	
Class D	9-14	4	25% (1)	75% (3)
Gilbertson	15-19	4	25% (1)	75% (3)
HS	20-25	10	80% (8)	20% (2)
Class E	9-14	3	33% (1)	67% (2)
King	15-19	8	38% (3)	63% (5)
HS	20-25	15	67% (10)	33% (5)

Recap of All Classes

9-14	15	27% (4)	73% (11)
15-19	35	63% (22)	37% (13)
20-25	43	79% (34)	21% (9)

CASAS HS PREDICTOR TEST (SWEETWATER)

	RAW	SCALE	
	1	193.9	Anyone who scores in this area should not be in high school or GED.
	2	201.3	
	3	206.0	
	4	209.4	
	5	212.3	
	6	214.8	
	7	217.0	
	8	219.0	
	9	220.9	
	10	222.8	
	11	224.6	
	12	226.3	
	13	228.0	
	14	229.8	
Prediction: 60% accuracy on reading competencies	15	231.6	
	16	233.4	
	17	235.4	
	18	237.4	
	19	239.6	
	20	242.1	80% accuracy on reading competencies
	21	245.0	
	22	248.5	
	23	253.1	
	24	260.6	
	25		

May 27, 1987

TO: __________________________________

FROM: Sheila Lunny

Please indicate with a yes or no by name on list which of your students have successfully completed or have the potential to successfully complete their individual goals for this semester.

Please return to Sheila Lunny at EK as soon as possible.

Thank You

Comprehensive Adult Student Assessment System

Agency: Salinas Adult School

Contact Person: Sharon Miller

Evaluation Question: Can ESL teachers be encouraged to construct and use writing tests?

Proposed Process: Analyze results from unit tests that include writing samples/ Teacher observation

Actual Process: Teachers field tested 409 writing prompts developed by the CASAS writing committee this year. They were encouraged to use similar writing exercises as unit tests.

Summary of Results: (Please attach supporting data.)
No teachers shared writing unit tests with the coordinator. It is felt that they need more in-service on teaching writing and evaluating writing (both holistically and analytically) before they will commit themselves to incorporating writing on a regular basis.

Other effects:

We have discovered how poorly our ESL and ABE students write. We set up special noon hour writing classes to begin to serve this need, but incorporating more writing into our already full regular curriculum is necessary.